

# Monmouth College

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## CONTENTS

- 5 MONMOUTH
  - 7 The College Today
  - 7 118 Years
  - 8 The Monmouth Student
  - 15 The Campus
  
- 21 ACADEMICS
  - 22 Requirements for Graduation
  - 24 Special Study Programs
  - 30 Pre-Professional Preparation
  - 33 Suggested Curricula
  - 44 Courses of Instruction
  - 106 Academic Regulations
  
- 111 PICTORIAL
  
- 121 ADMISSION
  - 122 Admission
  - 126 Costs
  - 129 Financial Aid
  
- 141 DIRECTORIES
  - 142 The Senate
  - 144 The Faculty
  - 150 Administration and Student Services
  - 151 Student Association Officers
  - 151 Alumni Association
  - 152 Parent Association
  
- 155 INDEX
  - 159 College Calendar 1971-72
  - 160 Monmouth. . .at a glance

A few years ago, the faculty at Monmouth College adopted the following statement of purpose. This statement expresses well the goals to which this institution is committed:

“Monmouth College, as a liberal arts college, proposes to provide basic knowledge and inspiration to assist young men and women in gaining an understanding of the world in which they live.

The curriculum is designed to provide a broad understanding of the physical world, of human society, the arts and the world of ideas; to provide an atmosphere in which the student is encouraged to develop initiative, responsibility, intellectual inquiry and self-confidence, a sense of value, creativity and a desire to continue a lifelong quest for knowledge; to provide the students with a foundation for entry into the world of industry and commerce, the various professions, or graduate study.

The concern of Monmouth College is with the individual student; his mind, his aspirations, and his ideals. Within an intellectual and cultural environment in which Christian ideals are affirmed, the college aims to train highly effective young men and women who will in turn render a service to society.”

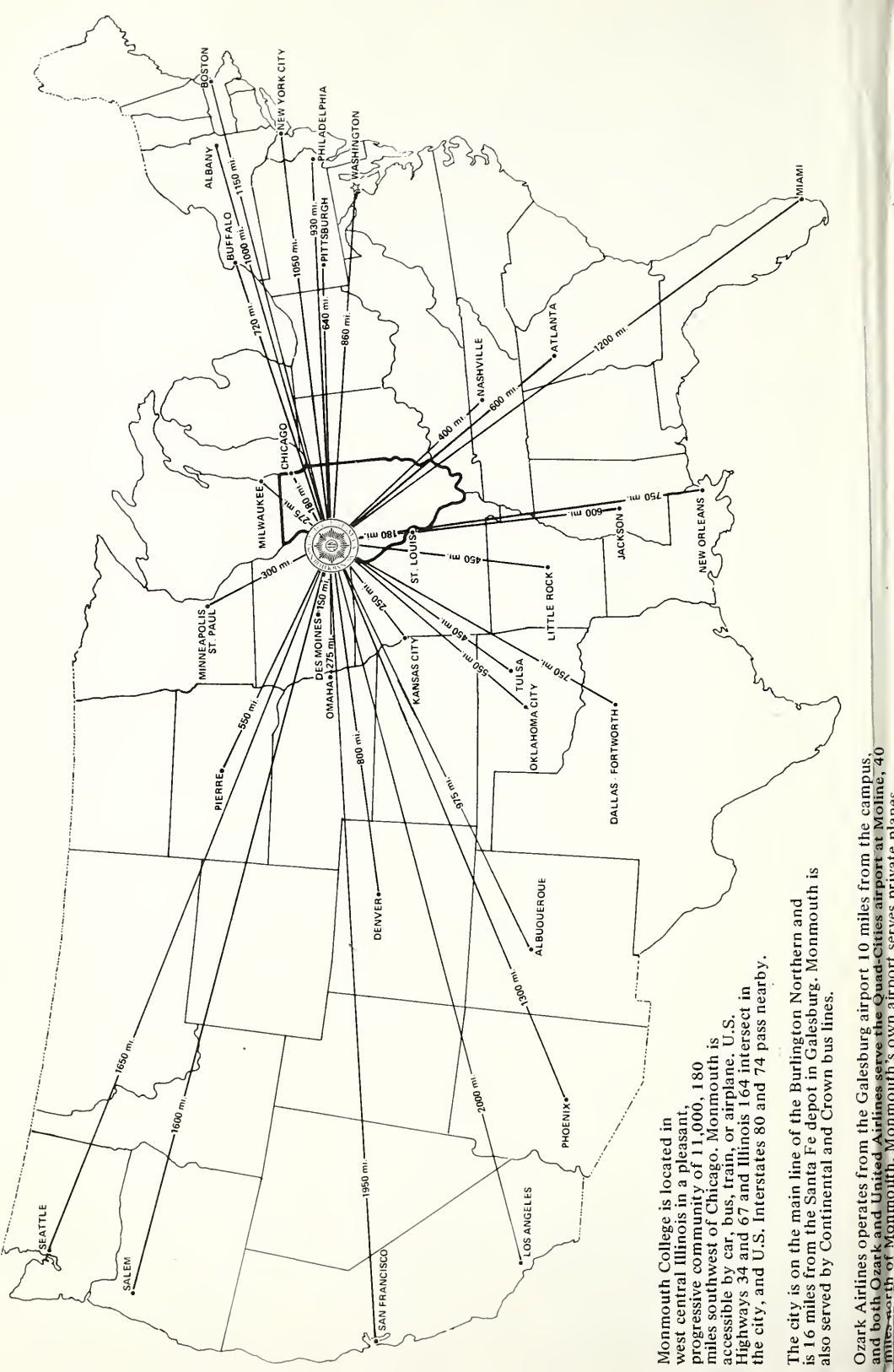
This statement is translated into programs in the following pages, programs that depict the curricular and extra-curricular activities of Monmouth College. The curricular programs differ from those in the previous catalog because the faculty continues to put into academic terms the implications for education and personal development manifested by societal change. Not only has course content changed, but both the curriculum and the academic regulations have become more flexible and less restrictive. The extra-academic life at Monmouth is also evolving. For several years students have held positions on committees dealing with the curriculum and academic regulations and have been able to attend general meetings of the faculty. And students are assuming an increasingly greater role in governing social and extra-curricular affairs.

But no statement of purpose can be fully realized only through abstract formulation. The living student must encounter the living reality of the college before these goals are truly fulfilled. This catalog offers a blueprint; the completed structure of an education will be realized only after repeated student-student, student-faculty interaction. Thus the material in these pages is potential only; it is the task of each student to make Monmouth College a meaningful experience for himself.





# Monmouth



Monmouth College is located in west central Illinois in a pleasant, progressive community of 11,000, 180 miles southwest of Chicago. Monmouth is accessible by car, bus, train, or airplane. U.S. Highways 34 and 67 and Illinois 164 intersect in the city, and U.S. Interstates 80 and 74 pass nearby.

The city is on the main line of the Burlington Northern and is 16 miles from the Santa Fe depot in Galesburg. Monmouth is also served by Continental and Crown bus lines.

Ozark Airlines operates from the Galesburg airport 10 miles from the campus and both Ozark and United Airlines serve the Quad-Cities airport at Moline, 40 miles south of Monmouth. Monmouth's own airport serves private planes.

## THE COLLEGE TODAY

The 1,200 students enrolled at Monmouth College are actively involved in an exciting educational experience that is acutely relevant to a world and society of which they are an integral part. Course work is structured so that the learning experience will make a genuine personal difference in the life of each student so that the student in turn will have a positive and constructive influence on the society in which he lives.

The key to the success of Monmouth College is its faculty which has as a primary goal the teaching of young people in an environment where students and teachers are closely identified.

Monmouth ranks today as one of the nation's leading liberal arts colleges. In *Doctorate Recipients from United States Universities, 1958-1966*, Monmouth was ranked among the top 28 liberal arts colleges in the nation in the number of graduates who received the Ph.D. degree from 1920 to 1966. The College is among the top nine liberal arts colleges in the nation in the number of graduates who received the Ph.D. degree in chemistry from 1920 to 1966.

For the past several years approximately one-third of Monmouth College's graduates have enrolled in full-time graduate programs and another one-third have accepted teaching positions. Monmouth graduates are now pursuing graduate work in some 75 graduate and professional schools.

## 118 YEARS

Monmouth College was founded in 1853 by a group of citizens of the city of Monmouth. The College has perpetuated the pioneering spirit of optimism and vigor. It was one of the first colleges in the nation to admit women on an equal basis with men, and one of the first in the Midwest to be accredited for the preparation of chemists by the American Chemical Society. Monmouth is a founding member of the Associated Colleges of the Midwest, a consortium of 12 outstanding liberal arts colleges\* in Colorado, Iowa, Illinois, Minnesota, and Wisconsin. These independent colleges similar in size, organization, and purpose work together today in various undertakings to increase their educational effectiveness.

From 1853 to 1856 the school functioned as a preparatory school, but later that year the state legislature granted it a collegiate charter. The first president of Monmouth College was David A. Wallace, elected in 1856. While he was president, in 1867, the nation's first national sorority, Pi Beta Phi, was founded at the College. Three years later, Kappa Kappa Gamma was founded by Monmouth College coeds.

Wallace resigned in 1878 and was succeeded by Jackson Burgess McMichael. Under his administration new departments were added, classrooms and laboratories were better equipped, and the size of the faculty was increased.

Reverend Samuel Ross Lyons took the president's gavel in 1898 and then in 1903, as Monmouth College was beginning its second fifty years in the field

\*Beloit College, Carleton College, Coe College, Colorado College, Cornell College, Grinnell College, Knox College, Lawrence University, Macalester College, Monmouth College, Ripon College, St. Olaf College.

of higher education, Thomas Hanna McMichael, the son of the second president, became the fourth president. McMichael served as president of Monmouth College for 33 years.

Dr. James Harper Grier, pastor of the Second United Presbyterian Church in Monmouth, was chosen to succeed McMichael in 1936.

Grier remained president until 1952 when Dr. Robert W. Gibson assumed the leadership of the College. During the Gibson years the Student Center and Graham Hall were constructed.

After Gibson's retirement in 1964, Dr. Duncan Wimpress was inaugurated. During his six-year tenure the pace of progress was impressive. Three new dormitories, an imaginative fraternity complex, the new Science Center, and the new Library were added to the physical plant. Dr. Wimpress resigned in June, 1970, to become president of Trinity University.

Dr. Richard D. Stine assumed the presidency of Monmouth College on September 1, 1970. Prior to coming to Monmouth, he was associated with the educational consulting firm of Heald, Hobson and Associates, Incorporated in New York. He served the University of Pennsylvania, his alma mater, for 12 years in the areas of development and public relations.

Monmouth College continues to seek new ways to challenge its students. The adoption of the three-term, three-course curriculum adds new dimension to the traditional liberal arts experience in an untraditional way. Under the three-three program the academic year is divided into three 11-week terms. The Satisfactory-Unsatisfactory grading option allows a student to explore courses without fear of adverse effect on his grade-point average. Special programs bring the world to the campus through opportunities in a variety of fields of study conducted in places such as Costa Rica, Japan, Washington, D.C., Chicago, the Quetico-Superior National Wilderness Field Station, and the Argonne National Laboratory.

## THE MONMOUTH STUDENT

There is opportunity at Monmouth College for each student to actively involve himself in a wide range of worthwhile endeavors.

Students at Monmouth lend their executive talents to a number of joint faculty-student-administrative committees including the important Student Life Committee, which has the responsibility for continuing examination of the college's social policies; the Student Judicial Board, which has the responsibility of the administration of discipline; the Communications Board, which manages the finances and selection of media coordinators for the campus radio station, WMCR; the student newspaper, the *Oracle*; the College annual, the *Ravelings*; and the literary magazine, the *Piper*. In addition, Monmouth College students are represented on faculty committees including the Curriculum Committee which helps plan the academic program of the college. Students have the opportunity to attend regular faculty meetings and three representatives of the Student Association participate in the meetings of the Monmouth College Senate, the governing board of the College. The Monmouth College Program Budget Council, responsible for recommending educational priorities and future direction for the College, includes students



as well as faculty and administrative members.

For several years the Student Association of the College has allocated fees paid by all students to various student organizations, including the Student Center Board, the Communications Board, and the Student Convocations Committee. Thus the financial responsibility for programming on the campus resides in the hands of students.

Under the auspices of the Student Association Convocations Committee, a number of prominent guest lecturers have been invited to the campus in recent years. Most recently the following speakers have appeared: Abe Fortas, former Supreme Court Justice, Joseph Heller, Author of *Catch 22*, Strom Thurmond, Republican Senator from South Carolina, Leonard Weinglass, Junior defense attorney for the "Chicago 7" trial, Robert Welch, founder and president of the John Birch Society, James Farmer, former National Director of CORE. In addition to speakers brought to the campus by the Student Convocations Committee, several speakers, as well as musical and dramatic organizations, appear on the campus under the auspices of the Concert-Lecture series.

Monmouth College students assist in the work of the Warren Achievement School for the Handicapped as teachers' aids, helping teach basic physical and mental skills. The program of the Jamieson Center, a local neighborhood youth assistance center, would be severely limited without the thousands of volunteer hours of service provided by Monmouth College students.

During Christmas vacation each year a group of student and faculty members spend the better part of a week in an urban area studying firsthand the problems of inner city environment. Under the sponsorship of the Chaplain of Monmouth College, the Rev. Paul McClanahan, study groups have studied problems of the Indian minority in Minneapolis and Spanish Americans living in Chicago's inner-city.

The Student Center provides a focal point for student life on the Monmouth College campus. Offered at the Student Center are social and cultural programs, planned and budgeted by the Student Center Board of Directors. Physical facilities in the Student Center are available for activities ranging from bowling and billiards to music.

The Alpha chapters of the nation's first two sororities, Pi Beta Phi and Kappa Kappa Gamma, are located on campus. Other sororities at Monmouth College are Alpha Xi Delta and Kappa Delta. The fraternities are Alpha Tau Omega, Tau Kappa Epsilon, Theta Chi, Sigma Alpha Epsilon, Sigma Phi Epsilon, and Zeta Beta Tau.

## Religious Life

Throughout its history, Monmouth College has retained an affiliation with the church of its founders, today the United Presbyterian Church, U.S.A. Many demoninations are represented among the students and faculty and the College Chaplain encourages students to associate with a local church of their choice while at Monmouth.

In accepting the responsibility of challenging each student to explore the spiritual dimensions of life, the College actively supports college-community

cooperation in ecumenical programs to attract religious leaders of many faiths to the campus and community. Furthermore, the College encourages local clergy to design spiritual programs which are contemporary and meaningful to today's student.

No attempt is made to intrude on or change a student's religious or spiritual beliefs. However, the College and the Chaplain provide opportunities for students to be exposed voluntarily to leading interpreters of religious thought through seminars, lectures, and personal counseling.

## **Athletics**

Monmouth is a member of the Midwest Intercollegiate Athletic Conference which maintains competition at the varsity and freshmen level among 10 of the institutions in the Associated Colleges of the Midwest. Monmouth's "Fighting Scots" battle in nine varsity sports: football, cross country, basketball, swimming, wrestling, baseball, track, golf, and tennis. In addition, soccer competition with several colleges and universities is experiencing a rapid growth.

Freshmen are eligible to compete in all varsity sports except football and basketball. Monmouth, with a proud record of support for its athletic teams, has an equally fine record of participation in intramural events. Male students, representing dorms, fraternities, and independents, are organized into 12 teams competing for an intramural athletic trophy. Individual and team competition is held in 19 events, including the decathlon, golf, tennis, volleyball, cross country, table tennis, swimming, wrestling, billiards, basketball, bowling, handball, track, badminton, softball, and archery.

The Women's Recreational Association sponsors competition in basketball, softball and volleyball with other Illinois universities and colleges. Intramural competition among sororities and dorms in archery, basketball, volleyball, softball, bowling and tennis provides a wide range of co-ed sports participation.

## **Student Organizations**

### *Cahper Club*

Cahper is the College Association of Health, Physical Education and Recreation. The purpose of this organization is to benefit all Physical Education majors and minors with professional interest in the field of physical education.

### *"M" Club*

The varsity letter winners of Monmouth College join together in the "M" Club in order to promote team work and sportsmanship in all athletic events.

### *Outing Club*

The Outing Club provides outdoor recreational activities for students, faculty, staff, and interested people in the community.

### *Pep Club*

The Pep Club is an organization which acts as a general booster for Monmouth College. The members perform general services for the College and lend their support at all home athletic events. Freshmen women are encouraged to join.

### *Soccer Club*

Soccer enthusiasts and those interested in learning soccer are encouraged to participate in this exciting sport. The club competes regularly against Knox and other colleges in the midwest.

### *Women's Recreational Association*

The WRA is open to all women and offers a varied program in both individual and team sports. WRA's program includes Dolphins, Orchesis, and women's intramurals.

### *Dolphin Club*

The Dolphin Club is an organization for women who have a special interest in aquatics. To obtain membership one must pass the Dolphin requirements. The club presents a bi-annual water show in the fall and spring.

### *Orchesis*

Orchesis is the national organization on campus for those interested in modern dance. The major activities include a fall dance symposium with a guest artist, a winter dance production, and a combined water and dance program in the spring.

### *Departmental Clubs*

Departmental clubs are organized for the benefit of students with interests in particular fields of study. The American Chemical Society, and the Clio (History), French, German, Spanish, Psychology, and Sociology Clubs are open to all students.

### *Crimson Masque*

Crimson Masque is the College dramatic society. Three full-length plays plus experimental one-acts are produced under its auspices each year. Membership is open to any interested student and no previous dramatic experience is necessary.

### *Collegium Musicum*

The Collegium Musicum is an organization consisting of instrumentalists and vocalists dedicated to the performance of old or seldom played music. This ensemble has gained notice for the reintroduction of older instruments such as the recorder and harpsichord.

### *Monmouth College Highlanders*

In keeping with Monmouth College's Scottish tradition, a bagpipe band was created in 1956. The band, with its complement of Highland Dancers, performs at school and off-campus activities. New members—pipers, drummers, dancers—are welcome at any time.



### *Black Action and Affairs Council*

The BAAC promotes a desire for higher academic achievement, a better social acceptance within the College, and good fellowship within its membership. Membership is open to any person affiliated with Monmouth College, with an understanding of an effective black brotherhood, sharing mutual black interests, and a desire for black unity.

### *International Club*

Membership is open to all interested in participating in programs that further the causes of better international relations.

### *Politics Club*

The Politics Club is open to anyone with an interest in government or related fields. A variety of campus seminars have been planned for the 1971-72 academic year involving a number of state and local government officials.

### *Student Wives*

The Monmouth College Student Wives Club is composed of student wives and students' wives.

### *Unaffiliated Women's Association*

The Unaffiliated Women's Association seeks to promote scholarship, intramural sports, representation in student government, and fellowship among unaffiliated women.

### *Monmouth College Liberation Front*

The Monmouth College Liberation Front seeks to increase political awareness in the Monmouth College Community and to bring about change in social standards and institutional regulations.

## **Honorary Organizations**

### *Sigma Omicron Mu*

Sigma Omicron Mu is the upperclass honorary scholastic fraternity on campus. To be eligible for membership, one must have completed 24 term courses, 12 of which must have been taken at Monmouth or on a Monmouth-sponsored program, with a grade-point equivalent to an (A) in 19 courses and a (C) in the other five.

### *Alpha Lambda Delta*

This is the national honorary scholastic fraternity for outstanding freshmen women. To gain membership, a freshman woman must earn a 3.5 average during the first term, or a cumulative 3.5 average at the end of second or third terms.

### *Phi Eta Mu*

This is the freshmen men's honorary scholastic fraternity. Any freshman man is eligible who has attained a 3.5 grade-point average at the end of his first term, or a 3.5 cumulative grade-point average at the end of second or third terms.

### *Tau Pi*

Tau Pi is an honorary senior women's society. Qualifications include leadership, service, and scholarship (.3 higher than the average of all junior women students). Election is held in the third term of the junior year.

### *Beta Beta Beta*

This is the national honorary biology fraternity. Membership is open to those students who meet the necessary grade and course requirements.

### *Eta Sigma Phi*

Eta Sigma Phi is the international college classics honorary fraternity. Membership is open to those undergraduates who have maintained a 3.0 grade average in college Latin or Greek.

### *National Collegiate Players*

Membership in the Monmouth College chapter of National Collegiate Players is open to juniors and seniors who have outstanding records of dramatic participation and meet the national requirements.

### *Phi Alpha Theta*

This is the international honorary history fraternity on campus. Beta Phi chapter promotes the diligent study and evaluation of history. Membership is open to upperclassmen who meet its high scholastic requirements.

### *Pi Kappa Delta*

Pi Kappa Delta is a national honorary forensic fraternity, whose purpose is to stimulate progress in and to further the interests of intercollegiate speech activities and communication.

### *Sigma Delta Pi*

Sigma Delta Pi is the national Spanish fraternity whose purpose is to further knowledge and interest in Hispanic culture. Membership requires the completion of a 300 course in Spanish at Monmouth, with a minimum grade average of B in all Spanish courses. In addition, the over-all average must be at least 2.6.

### *Sigma Tau Delta*

Sigma Tau Delta is a national English fraternity which fosters creative writing and appreciation of good literature.

### *Pi Gamma Mu*

The national social science honor society Pi Gamma Mu grants the privilege of membership to those who have shown unusual interest and aptitude in the study of the social sciences.

### *Blue Key*

Blue Key is the honor fraternity for junior and senior men of outstanding character and ability who have won campus distinction for service, leadership, and scholarship.

## *Tomahawk*

The Monmouth Sioux chapter of Tomahawk, a national service and scholastic honorary for unaffiliated students, promotes social and service activities among the campus and community.

## **Student Services**

The advising and counseling of each student is primarily in the hands of his faculty adviser, assisted by the personnel deans, the Chaplain, and a clinical psychologist. In many ways mature students are helpful to students who are just beginning college, and therefore student counselors are located in all areas in the halls where freshmen are assigned.

To better acquaint parents of new students with the college, a summer orientation program is held specifically for them. An orientation program is scheduled before the start of classes each fall to provide entering students with information about classes, curriculum, residence hall living, student organizations, and student life, and to help them to meet new classmates and faculty members.

Both students and alumni are assisted in obtaining employment through the Placement Office. This office maintains a library of career materials and offers vocational counseling. Recruiters from industry, school systems, federal and state government, and the military come to campus during the year for the purpose of interviewing students.

The Director of Student Aid administers an extensive program of college scholarships and loans, National Defense Loans, Educational Opportunity Grants, and the 350-odd student jobs on the campus.

The Health Service provides a well-equipped infirmary and liaison with the new Monmouth Community Memorial Hospital. Physicians and nurses staff the services and are available for treatment of minor illnesses as well as emergencies. Full details of the Health Service program are given to students and their parents at the beginning of the College year.

## **THE CAMPUS**

The Monmouth College physical plant is continually being expanded and improved; the Science Center and Library are the most recent additions to the Monmouth campus building program. Three new residence halls and the three-fraternity complex have been completed since 1965. Graceful residences surround the campus, which is only a ten minute walk from the local theater, shopping district, and public library. Monmouth's campus is conveniently arranged so the student can walk to any other campus building within a few minutes.

## **Academic Buildings**

For over sixty years students at Monmouth College have prepared for the demands of modern society in *Wallace Hall*, the main academic building on



the campus. It contains classrooms, faculty offices, faculty and student lounges, a language laboratory, and study carrels.

The new *Library*, completed in 1970, has space for over 300,000 volumes. It is fully carpeted and air-conditioned and contains seminar areas, study carrels, study rooms for individual faculty members, and features a reading terrace for outdoor study during warm weather. Approximately 10,000 volumes are selected each year by faculty members and the Library's staff to provide for new courses, to make recently published works of importance available, and to enrich the collection which now includes some 120,000 bound volumes. More than 800 American and foreign periodicals are currently received, and the Library is a selected depository for government documents. Other materials include phonograph records, microfilm and pamphlets.

The Library, open 94 hours a week, participates in co-operative programs with Knox College in Galesburg and the Warren County Public Library in Monmouth making an additional 190,000 volumes available to Monmouth students without charge. The Library is linked by teletype with other ACM libraries and with a central periodical bank in Chicago. Photocopies of articles from over 1,500 periodicals can usually be obtained within 48 hours.

The new *Science Center*, completed in the fall of 1970, contains lecture rooms, laboratories for biology, chemistry, geology, physics, and psychology, faculty offices and a science library room. The building is air-conditioned and is constructed with laboratories and lecture rooms radiating from the central utility core.

The former library, now *Carnegie Hall*, has been converted to include offices for faculty, student personnel deans, and the student newspaper, the *Oracle*. The college bookstore is also housed in Carnegie, additional classroom space is available as well.

The *College Auditorium* on the southwest corner of the campus is used for all major lectures, music, and religious events. *Austin Hall*, home of the music department, contains practice rooms, classrooms, record and music library, and faculty offices. Located on the east side of the campus is the *Art Center*, with library, foundry, gallery, painting, drawing and printing-making studios. College theatrical productions are held in the *Little Theatre*.

In the summer of 1969 the Biology Department of Monmouth College established an *Ecological Field Station* on certain backwaters of the Mississippi River near Keithsburg, Illinois. The location of this site is just 30 minutes from the campus which makes it convenient for teaching purposes. This classroom-laboratory in the field has strengthened the ecological aspect of the academic program. It is also used for other biology courses, independent study and for student-faculty summer research projects. The Ecological Field Station is a cooperative project involving the National Science Foundation, the U.S. Corps of Engineers and Monmouth College.

## Residence Halls

Monmouth subscribes to the concept that the residential experience is an integral part of one's education and personal development. Living on campus offers educational and social benefits of lifetime consequence. Within recent years Monmouth has done much to extend the range of living style options students have, in order to avoid the all too common feeling of institutionalization. Each hall on the Monmouth campus thus has its own distinct personality.

*Grier Hall*, built in the Georgian tradition, is fully carpeted; it has elegant living rooms enjoyed by Monmouth women for the last two decades. *McMichael Hall* has been a favorite of Monmouth College coeds since 1915. It is the oldest hall on campus and its spacious rooms, high ceilings, and ample closets give it special charm.

The newer halls for women have been warmly received, and are truly attractive and comfortable. *Cleland Hall* features a cluster-unit plan, housing thirteen women in a section, and features lounges and bath facilities for each resident group. *Liedman Hall*, finished in the fall of 1968, continues the cluster-unit concept. Plans are being discussed for using this building as a coeducational housing unit. According to this plan, men would live on one side of the hall, women on the other, and the central lounge and recreation facilities in the building would be shared by all.

For men, *Fulton* and *Graham* have been traditionally occupied by freshmen students. *Fulton* provides single and double rooms, as well as suites, for 120 men. *Graham Hall* was built more recently, and provides double room arrangements for 116 men. *Gibson Hall*, first used in the fall of 1965, upset the status quo of residence hall construction. This attractive men's hall features rooms with private outside entrances, and thus disregards old corridor style. Plans are now being discussed for using *Gibson* for co-educational living purposes.

*Winbigler Hall* for men is of Georgian design and features full carpeting and large living room. The *Fraternity Complex*, opened in 1966, houses 3 of the 6 national fraternities on campus, a total of 120 men in all.

The latest statement on housing, as established by the Senate of the College, is that all students are expected to live on campus, except for those who are married or living with their immediate families in the Monmouth area. Each year housing policies, arrangements for sign-up, living styles, and improvements in the housing program are developed with the assistance of a student-faculty-administrative committee.

## Athletic Facilities

The *Gymnasium*, completed in 1925, is the central building for Monmouth's diversified athletic and physical education program. The Gymnasium includes a basketball court, the *Waid* swimming pool, handball court, faculty offices, and exercise room with a universal gym. Dressing rooms and training rooms for the football and wrestling teams are located on the east side of the campus. Near the gymnasium are facilities for football, archery, tennis, and intramural sports.

## **Quinby House**

*Quinby House*, the home of the Ivory Quinby family for three generations, is now the official residence of the College President. The stately two-story structure, given to the College in the summer of 1965, stands as a monument to the College's pioneering past. The Quinby family was represented on the College Senate almost continuously from 1853, the date of the College's founding, until 1968.

## **Student Center**

The *Student Center* is a popular gathering place with its dining room, snack bar, game room, and student radio station.

More than 80 students serve on the committees which operate the Center, including members of the Monmouth Student Center Board of Directors.





# Academics

Monmouth College uses its resources to develop and maintain an undergraduate academic program of the highest possible quality. The faculty, more than half of whose members hold the Ph.D. degree, is a teaching faculty with the primary goal of helping students to learn. The size of Monmouth College, with a student-faculty ratio of 16 students to each faculty member, permits ease of dialogue between teacher and student. Most classes range from 15 to 25 students in size, but advanced seminars are often much smaller.

The three-term, three-course curriculum, adopted in the fall of 1962, has given depth to the educational goals of Monmouth College. The three-three program divides the academic year into three 11-week terms rather than traditional two 16-week semesters. Terms end at the natural dividing points of Christmas and the months of March (spring vacation) and June. A student normally takes only three courses per term. Thirty-six term courses are required for graduation. Under this program, seminars, independent study, and other individualized courses are emphasized. It is possible, by attending the Monmouth College summer sessions, to complete requirements for graduation in three years.

## **REQUIREMENTS FOR GRADUATION**

Monmouth offers the Bachelor of Arts degree. Requirements are designed to encourage each student to explore the major areas of the liberal arts and to examine intensively his field of interest.

A student qualifies for the A.B. degree by earning a grade-point average of 2.0 (C) or better in a total of 36 term courses and by taking the specified distribution requirement courses. Each student must select either a departmental, divisional, or topical major and must earn a grade of C or better in each course counted toward this major. The last nine courses must be taken at Monmouth College.

### **Distribution Requirements**

Distribution requirements help a student acquire a broad liberal arts education and discover his aptitudes and interests. Through these requirements, usually fulfilled during the first two years, the student is introduced to the many areas of human knowledge and to the methods of scholarly investigation. A student may satisfy any of the distribution requirements by passing an examination covering the work in the required courses.

### **NATURAL SCIENCES AND MATHEMATICS: Three Term Courses**

Biology, Chemistry, Geology, Physics or Mathematics: three term courses from two departments, including a two term lab sequence.

### **SOCIAL SCIENCES: Two Term Courses**

Economics, Government, Psychology, Sociology: two term courses in separate departments.

## **HUMANITIES: Four Term Courses**

History, Literature (including foreign language at 300 level), Philosophy, Religious Studies, Classical Civilization 211 or 221: four term courses from at least three departments.

## **FINE ARTS: One Term Course**

Art, Music or Theater Arts.

## **FOREIGN LANGUAGE: One Term Course Beyond 102 or Proficiency.**

(French, German, or Spanish 201; Japanese 103, Latin or Greek at 200 or 300 level).

## **ENGLISH COMPOSITION: English 101 or Proficiency**

## **SPEECH: One Term Course or Proficiency**

## **PHYSICAL EDUCATION: Three Terms**

These courses are to be completed during the first year of residency unless excused by the Director of the College Health Service for medical reasons.

## **Departmental Major**

A departmental major consists of a minimum of eight term courses in one department. A department may require of its majors a comprehensive examination, a senior thesis, or other work, including the graduate record examination.

## **Divisional Major**

A divisional major consists of a minimum of 12 term courses in one division (at least six of which must be at the 300 or 400 level). The program for the divisional major must be approved by co-advisers from two departments within the division.

## **Topical Major**

A topical major consists of a minimum of 12 term courses (at least six of which must be at the 300 or 400 level) chosen from two or more departments as a group of studies linked together by a special theme or field of interest. The program for the topical major must be approved by the Petitions and Academic Status Committee and will be under the direction of an adviser appointed by the committee.

## **Seminars and Individual Study**

Most departments require each student, during the junior or senior year, to investigate a topic on an individualized basis. This can be either individual work under faculty supervision or off-campus and foreign study of an independent or semi-independent nature. Each academic department has a seminar program at the upperclass level.

## **SPECIAL STUDY PROGRAMS**

Monmouth College offers special study programs in a variety of academic fields. Most of these programs carry full academic credit and involve off-campus study in geographic areas ranging from Japan to the Quetico-Superior wilderness in Minnesota.

### **Arabic Studies\***

Students interested in the history, culture, and contemporary events of Egypt and the Middle East study at the American University in Cairo for one or two semesters, taking courses designed to meet the needs of the Arabic Studies Program. In addition to formal course work, The Core Course in Modern Arabic Studies, History of the Middle East, Colloquial Arabic, and two electives, students participate in a continuing series of orientation meetings and field trips.

### **Argonne Semester\***

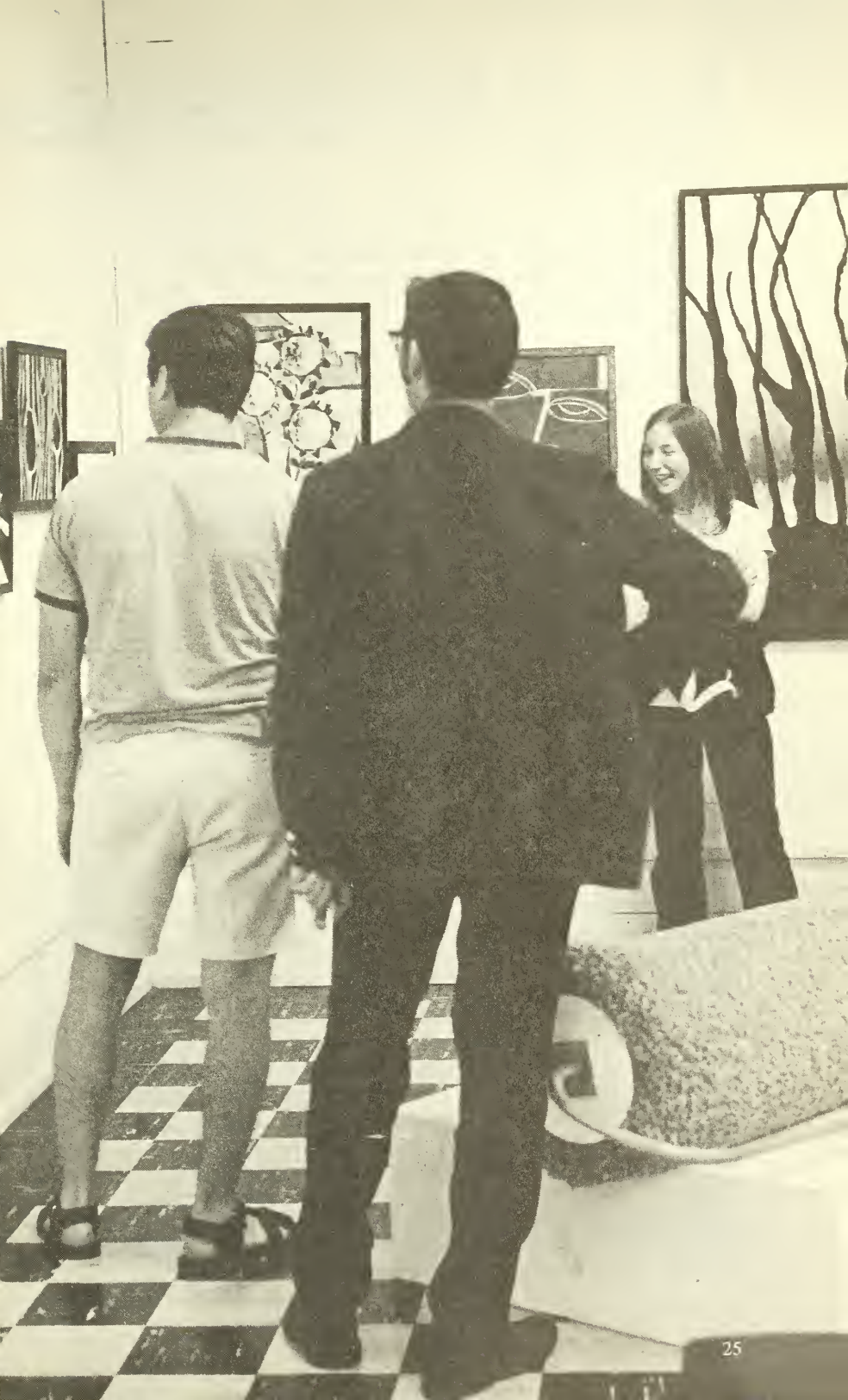
In cooperation with the Argonne National Laboratory, students and faculty study and do research in the fields of biology, chemistry, and physics at the Argonne National Laboratory. Amid campus-like surroundings 25 miles southwest of Chicago, students serve as paid research assistants, conduct original research, and participate in seminars in their major fields and in an inter-disciplinary seminar directed by ACM faculty members. The length of the program is six months, and junior or senior status is a prerequisite for admission.

### **Arts of London and Florence\***

This program is designed as a general education program in the arts—painting, sculpture, architecture, symphonic music, ballet, opera, theatre. Students spend seven weeks each in London and Florence undertaking two courses in each locale. One course provides credit in an art subject; the other is in history or literature. Classroom instruction is supplemented by visits to museums, attendance at concerts and plays, and surface travel between the two cities.

### **Business Internship Program**

The business internship program is available to business majors in the summer before their senior year. The student spends 10 weeks on the job in the office of the president of a corporation or of some designated executive who has assumed the responsibility of providing the unusual opportunity for the union of the classroom and the business world. In addition to engaging in a serious learning experience with top level, seasoned executives, the student undertakes to perform a job which results in mutual benefit to the company and to the student. The student earns a salary during the internship and also



earns course credit for the research report or special study undertaken in connection with the internship. The Chicago Chapter of the Young President's Organization maintains an exclusive arrangement with Monmouth College in this program.

Cooperating companies have been:

Chase Products Company, *Robert W. Svendson, President*

H.D. Hudson Company, *Robert C. Hudson, Jr., President*

The Major Corporation, *Frank A. Major, President*

Meister Brau, *James W. Howard, President*

Breuer Electric Company, *Adam A. Breuer, President*

*Frank B. Young, Vice-President, Finance*

Americana Interstate, *Howard H. Greene, Jr. President*

Daniel J. Edelman, Inc., *Daniel J. Edelman, President*

*Charmayne Kreuz, Vice-President*

Newell Manufacturing Company, *Daniel C. Ferguson, President*

Wilton Corporation, *Alexander J. Vogl, President*

Michigan Avenue National Bank, *Richard L. Curtis, President*

### **Costa Rican Development\***

The Costa Rican Development program is designed to acquaint faculty and students with the Costa Rican people and the culture of their predominantly rural, tropical society. Research projects are carried out in the social and biological sciences related to the land settlement program and problems of tropical food production. The length of the program is usually five and one-half months, and students are required to have completed two years of college work before admission.

### **East Asian Studies**

The Monmouth College Senate authorized the establishment of a distinctive East Asian studies program in the fall of 1963. This inter-disciplinary program is designed to enrich the entire curriculum and broaden the range of non-Western studies available to all students. It is of special value to students planning a career in business, foreign missions, or government services in East Asia.

The Boone Oriental Library and Fine Arts Collection, a substantial private collection, has been made available to the College by its owners, Commander and Mrs. G.E. Boone. The collection, designed for display and study, is located near the Monmouth campus and consists of several thousand volumes and about 1,000 art objects.

### **East Asian Studies Program in Japan\***

Students spend the academic year studying in the International Division of Waseda University in Tokyo. In addition to the Japanese language, students

may elect courses in Japanese or East Asian history, culture, and contemporary social and economic affairs. Students live with Japanese families.

### **Engineering, Three-Two Cooperative**

Monmouth College is one of a group of well-known liberal arts colleges affiliated with New York University, Case-Western Reserve University, Illinois Institute of Technology, and the University of Illinois in a joint five-year program of engineering education. The plan calls for three years of liberal arts study at Monmouth followed by two years of engineering work at one of these institutions. On completion of the five-year program, the students will receive degrees both from Monmouth and the engineering school.

### **The Executive in Residence Program**

This program provides continuing opportunities on a day to day basis for students to exchange ideas with business executives. Officers of national and local corporations and enterprises participate in this program. Individual executives spend from several days to a term or more in residence, being available for discussions with students and taking part in classroom and seminar courses.

Among participants have been:

*Mr. Willis Wells, Manager, Consumer Affairs*  
National Can Company

*Mr. Robert Acheson, Operations Manager*  
Illinois Bell Telephone Company

*Mr. Everett Hardin, President*  
Community National Bank

### **Experiment in International Living**

Independent study in Europe is available under a program sponsored jointly by Monmouth College and the Experiment in International Living, a non-profit, non-sectarian organization which places students as guest members of families in foreign countries. Under this program, students may receive academic credit for independent study and travel by special arrangement.

### **Freshman Honors Program**

Forty freshmen students from the list of Honors-at-Entrance Freshmen, carefully chosen by written essay and personal interview, are invited to participate in this program of interdisciplinary Freshmen Honor Seminars. The honors group meets for two of the three terms. The participants register for Freshmen Honors Seminar 201 and 202 during the first two terms and are granted credit for one non-lab natural science course and one social science course. The English 101 course requirement is waived after successful completion of these two courses.

### **Geology in the Rocky Mountains\***

High school graduates who have been accepted for admission to Monmouth College are eligible to register for a summer program in introductory geology in a field setting which includes most of the mountainous and foothills region of Colorado and the canyon country of eastern Utah. Participants are housed at Colorado College in Colorado Springs, Colorado, and have use of the lecture and laboratory facilities of the Geology Department. At least three-quarters of the course is spent in the field.

### **High School Seniors' Honors Program**

Now in its sixth year, a cooperative program with Monmouth High School enables a limited number of highly qualified high school seniors to take a course for college credit.

### **India Studies Program\***

Following a preparatory study and orientation period at Carleton College, students travel to Deccan College in Poona, India, a cultural and educational center about 120 miles from Bombay. Here they continue their language instruction in the Marathi dialect, pursue an independent research project, and participate in a seminar designed to give historical perspective to many aspects of Indian culture, especially religion, politics, art, and music.

### **Junior Year Abroad**

Monmouth College participates in a variety of programs offering foreign study during the junior year. The Junior Year Abroad program of the United Presbyterian Church provides study in any of a dozen countries around the world. Other programs with a variety of foreign study centers can be arranged through the faculty off-campus study committee and the Associate Dean of the College.

### **Newberry Library Seminar\***

Each year outstanding university scholars, ACM faculty members, graduate students, and ACM undergraduates participate in seminars, discuss and carry out research at the Newberry Library in Chicago. The Library has exceptional resources in history and literature including the history of philosophy and music from the Middle Ages to the end of the 19th century. This program is 14 weeks in length; prerequisites for admission include a working background in history or literature and junior or senior status.

### **Reserve Officers Training Corps**

In cooperation with Knox College and the United States Army, Monmouth College offers an opportunity for male students to participate in the Reserve Officers Training Corps program and qualify for a commission as a second



lieutenant while earning a degree. The courses, held on the Knox campus, are conducted during the junior and senior years. Students enrolled in the military science courses receive academic credit and are paid a monthly allowance by the Army. Upon appointment as a second lieutenant in the U.S. Army and following successful completion of the ROTC courses, there is a contractual obligation to serve the United States Army on active duty for two years.

### **Urban Studies Program\***

Chicago's architectural landmarks, renowned museums, and cultural events form the background for this confrontation with the massive problems of a great urban center. Living in the city, students gain firsthand knowledge of its economics and politics; its metropolitan, suburban, and inner city dilemmas; its crises in transportation, pollution, and crime. Seminars on race and urban issues, plus job assignments and individual study projects provide opportunities to meet city specialists. Most program faculty are Chicagoans deeply involved in the urban scene.

### **Urban Teaching Semester\***

The Urban Teaching Semester, conducted in cooperation with the Chicago Public Schools system, provides an opportunity to student-teach in inner city schools and to study in seminars devoted to urban education and urban sociology. Each student has two student teaching experiences in contrasting school situations. The length of the program is 16 weeks and the usual prerequisites for practice teaching apply.

### **Washington House**

The Washington House program, initiated in 1967, allows approximately 16 students to spend the spring term in Washington, D.C. Each student takes three courses, Government in Action, American Studies, and an independent study course directed by a faculty member of Monmouth College. The program takes advantage of the Washington setting for field trips, directed observation and library research. Qualified science students may have an opportunity to engage in research in the Smithsonian Institution. Students should have junior standing for admission to the program.

### **Washington Semester**

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C., designed to bring superior students into contact with source materials and government institutions at the nation's capital.

In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length, and junior standing is required for admission.

## **Wilderness Field Station\***

The Wilderness Field Station is located in the Superior National Forest in northern Minnesota. Operating from a base camp, students of botany, zoology, and geology explore the region by foot and canoe, learn basic techniques of field research, collect and classify plants, animals and rocks, and carry on individual study projects. The program, held in the summer, is from five to nine weeks in length, and students are required to have taken at least an elementary course in the field of science to be studied.

## **PRE-PROFESSIONAL PREPARATION**

The liberal arts education provides a good foundation for professional and graduate study. The Monmouth program allows the student to concentrate in a field closely related to his specific interest while offering an opportunity to secure a broad, general education. Many graduate and professional schools discourage heavy undergraduate specialization and emphasize the values of a broadly based liberal arts education as a preparation for advanced study.

### **Communications**

After receiving an A.B. degree, students can usually obtain an M.A. in Communications after one year of concentrated study at a major university. Students interested in communications careers may declare a Topical, Distributional or Departmental Major. Course offerings in the English, Psychology and Speech-Communication Arts Departments are particularly helpful. The weekly campus newspaper, the *Oracle*; the literary magazine, the *Piper*; the yearbook, the *Ravelings*; and the campus radio station, WMCR; theatre arts; forensic activities in debate, discussion and extemporaneous speaking offer ample opportunity for students to gain practical experience.

### **Dentistry**

Most students who plan to enter the field of dentistry major in biology or chemistry.

### **Engineering**

See Three-two Cooperative Engineering Program page 27.

### **Law**

The major field for the student planning to enter law school can be quite varied but the student should prepare himself in communicative skills and understanding of human institutions and values. Courses in economics, government, philosophy, psychology, sociology, and speech are recommended.

*\*Program of the Associated Colleges of the Midwest*

## **Library Science**

After receiving the A.B. degree, a student may qualify for a library science degree with one year of training in a professional school. Business and industry have opened new fields in specialized library work for students with scientific training. There are opportunities for students with an interest in library science to work in the Monmouth College Library.

## **Medicine**

Although specific requirements for each medical school vary, the minimum science requirements for admission to most medical schools are listed as: 1 year of Biology, 2 years of Chemistry, and 1 year of Physics. In order to handle the mathematical concepts inherent in modern science, a strong background in mathematics is recommended for medical school preparation. Medical schools also wish strong preparation in the humanities and social sciences.

Biology and Chemistry majors fulfilling the departmental requirements at Monmouth meet the course requirements for admission to medical school with the modest additions to their science programs suggested by the minimum requirements above. The program of study for each student is planned in consultation with faculty members in consideration of current medical school requirements.

## **Medical Technology**

Under a program similar to that for medicine or dentistry, students may major in any field providing certain basic course requirements are met. Generally, an A.B. degree with a major in biology or chemistry is taken. A fifth year at a professional school and successful completion of the registry examination will lead to the certificate in medical technology.

## **Ministry and Christian Education**

The American Association of Theological Schools recommends a broad liberal arts background as the best preparation for the modern ministry. Concentration in philosophy, religion, history, English, sociology or psychology is acceptable, and some knowledge of Greek is a valuable asset.

Monmouth's program for training of church education assistants is approved by the United Presbyterian Church Joint Committee of Nine. The committee notes that the program "has value for students of other communions who are preparing for service in the field of Christian education." The program includes general liberal arts requirements in humanities, social sciences, physical sciences and mathematics and 14 term courses in education, psychology, religion, and music.

## **Teaching**

Teacher preparation programs have been designed to implement the objectives of Monmouth College and also to meet the general and professional

education requirements of the Illinois State Teacher Certification Board. The programs provide students preparing to teach in elementary and secondary schools with opportunities to develop attitudes and behaviors needed to become effective teacher-scholars. The programs allow for development of breadth through the general education component, depth through the study in a major field, and teaching competence through the professional courses.

Students expressing an interest in teaching as a career are advised to pursue programs of study which take into account their subject interests, personal aptitudes, and desire to qualify for various teaching preparation programs. Special study programs, one of which is the Urban Teaching Program of the Associated Colleges of the Midwest, offer special opportunities to the Monmouth student. Other programs may be started at Monmouth and completed in graduate school. See pages 35 and 61 for more specific information concerning the teacher education program.

## SUGGESTED CURRICULA

To give entering freshmen an idea of a typical program, the following series of suggested curricula is presented. The programs, listed alphabetically by department, represent a suggested series of courses prepared by faculty members in the department. They are recommendations rather than strict requirements. Each student's program is planned with the advice of his faculty adviser and is tailored to meet his specific interests and requirements.

### ART

#### FRESHMAN YEAR

##### First Term

English or Speech  
Language  
Art 105

##### Second Term

English or Speech  
Language  
Art 106  
Art 151\*

##### Third Term

English or Speech  
Language  
Art 107  
Art 152\*

*\*one-half course credit*

#### SOPHOMORE YEAR

##### First Term

Laboratory Science  
Language  
Humanities Elective

##### Second Term

Laboratory Science  
Education 201 or Social Science  
Elective  
Art 211  
Art 251 or 241\*

##### Third Term

Mathematics or Science  
Education 202 or Social Science  
Elective  
Humanities Elective  
Art 252 or 242\*

### BIOLOGY

#### FRESHMAN YEAR

##### First Term

Biology 101  
Chemistry 111  
Mathematics 141 or English 101

##### Second Term

Biology 102  
Chemistry 112  
English 101

##### Third Term

Chemistry 131  
Graduation and Distribution  
Requirements (2)

#### SOPHOMORE YEAR

##### First Term

Biology 212 or 213  
Physics 101 or 110  
or Chemistry 211  
Language 101

##### Second Term

Biology 311, 314, or 316  
Physics 102 or 111  
Language 101 or 102

##### Third Term

Distribution and Graduation  
Requirements (2)  
Language 102 or 201  
Biology 211, 214, 312, 313, or 317

## **BUSINESS ADMINISTRATION**

### **FRESHMAN YEAR**

Distribution  
Requirements  
Mathematics 151 and 152  
(if possible)

### **SOPHOMORE YEAR**

Economics 200 (micro)  
Economics 201 (macro)  
Economics 203  
Economics 204

## **CHEMISTRY**

### **FRESHMAN YEAR**

#### **First Term**

English 101 (or  
Distribution Requirement)  
Chemistry 111 or 151  
Mathematics 141 or 151

#### **Second Term**

Chemistry 112  
Mathematics 151 or 152  
Distribution or German 101

#### **Third Term**

Chemistry 131 or  
Mathematics 251\*  
Distribution or German 102  
Elective or Distribution

### **SOPHOMORE YEAR**

#### **First Term**

Chemistry 211  
Distribution or  
German 201  
Elective or Distribution

#### **Second Term**

Chemistry 212  
Physics 110  
Elective or Distribution

#### **Third Term**

Chemistry 251 or  
Chemistry 213\*  
Physics 111  
Elective or Distribution

## **CLASSICAL LANGUAGES—LATIN MAJOR OR CLASSICS MAJOR**

Students who have had three or four years of Latin in high school may start 300-level Latin courses in the freshman year. Latin 103 is a quick review course for students with one or two years of Latin in high school who need extensive review before beginning to study Vergil.

## **ECONOMICS**

### **FRESHMAN YEAR**

Distribution  
Requirements  
Mathematics 151 and 152  
(if possible)

### **SOPHOMORE YEAR**

Economics 200 (micro)  
Economics 201 (macro)  
Economics 311  
Mathematics 106

## EDUCATION

### FOUR-YEAR PROGRAM FOR STUDENTS PREPARING FOR ELEMENTARY SCHOOL CERTIFICATES

#### FRESHMAN YEAR

##### First Term

English 101, Composition  
Elective (Foreign Language)  
Elective (Natural Science)  
Elective (Physical Education)

##### Second Term

English 105, Introduction  
to Fiction  
Foreign Language  
Natural Science  
Elective (Physical Education)

##### Third Term

Elective  
Foreign Language  
Elective (Humanities)  
Elective (Physical Education)

#### JUNIOR YEAR

##### First Term

Major  
Mathematics 111, Mathematics for  
Elementary Teachers  
Sp.-Comm. 300, Discussion and  
Group Dynamics  
Education 330, Elementary School  
Curriculum and Methods, I

##### Second Term

Major  
Mathematics 110, Mathematics for  
Elementary Teachers  
Education 332, Teaching of Reading  
and Other Language Arts

##### Third Term

Major  
Education 334, Teaching of Art in the  
Elementary Schools  
Education 336, Teaching of Literature  
in the Elementary Schools  
Music 312, Music for Elementary  
School Teachers

#### SOPHOMORE YEAR

##### First Term

Elective (Major)  
Elective (Gov't. 103 or 104)  
Elective (Natural Science)  
Education 200, The Teacher and  
the School  
Elective (Physical Education)

##### Second Term

Major  
Education 201, Educational Psychology  
Elective (Sociology)  
Elective (Physical Education)

##### Third Term

Major  
Sp.-Comm. 210, Oral Interpretation  
Elective (Literature or Philosophy)  
Elective (Physical Education)

#### SENIOR YEAR

##### First Term

Education 450, Student Teaching  
Education 430, Elementary School  
Curriculum and Methods, II

##### Second Term

Major  
Elective (History 313, History of Education,  
or Philosophy 211, Philosophy of  
Education)  
Elective (History)

##### Third Term

Major  
Elective  
Elective

### FOUR-YEAR PROGRAM FOR STUDENTS PREPARING FOR HIGH SCHOOL OR SPECIAL CERTIFICATES

Guidelines for planning are found on page 61.

## ENGINEERING, THREE-TWO COOPERATIVE PROGRAM

### FRESHMAN YEAR

#### First Term

English 101  
Mathematics 151  
Art, Music, or Theater

#### Second Term

Mathematics 152  
Physics 110

#### Third Term

Mathematics 251  
Physics 111  
Speech 101

### SOPHOMORE YEAR

#### First Term

Physics 112  
Mathematics 252  
Physics 208

#### Second Term

Social Science  
Foreign Language  
Physics 210

#### Third Term

Humanities Elective or Social Science  
Foreign Language  
Mathematics 254  
Engineering 101

## GEOLOGY

### FRESHMAN YEAR

#### First Term

Geology 101  
Mathematics 151  
Speech or Humanities elective

#### Second Term

Geology 102  
Mathematics 152  
English 101

#### Third Term

Social Science  
Mathematics 251  
Humanities Elective

### SOPHOMORE YEAR

#### First Term

Geology 212 or 221  
Chemistry 111 or Biology 101  
Speech or Humanities elective

#### Second Term

Geology 302 or 304  
Chemistry 112 or Biology 102  
Social Science or Humanities elective

#### Third Term

Geology 103  
Art, Music, or Theater  
Mathematics 252



## GOVERNMENT

### FRESHMAN YEAR

#### First Term

History 101\*  
Language  
English or Government 103

#### Second Term

History 102\*  
Language  
English

#### Third Term

Humanities Elective  
Speech  
Government 103 or English

*\*Unless taken in high school*

### SOPHOMORE YEAR

#### First Term

Sociology  
Language  
Science

#### Second Term

Government 104  
Language  
Science

#### Third Term

Economics  
Psychology  
American History

## HISTORY

### FRESHMAN YEAR

#### First Term

Language  
English 101 or Speech  
Social Science

#### Second Term

Language  
History 101 or Speech  
Social Science

#### Third Term

Language  
History 100 or 110  
Social Science

### SOPHOMORE YEAR

#### First Term

History  
Science  
Art or Music

#### Second Term

History  
Science  
Elective

#### Third Term

History  
Social Science  
Humanities

## MATHEMATICS

Freshmen intending to major in mathematics should take three terms of mathematics, beginning with Mathematics 151; English 101, and Speech 101; Language or Physics 110 and 111; distribution and graduation requirements to fill out the schedule.

## MODERN FOREIGN LANGUAGES

The student who wishes to major in a modern language will ordinarily have studied the language in high school so that he can by a placement exam, begin his college work at the intermediate level. If the student wants to major in a language he has not studied before, a special program must be planned which will probably include summer school in a country where the language is spoken.

The following program anticipates a term or the junior year at a foreign university.

### FRESHMAN YEAR

#### First Term

Intermediate Language  
English 101  
History 102

#### Second Term

Intermediate Language  
English 105 or 106  
History 103

#### Third Term

Speech or Humanities Elective  
Art, Music, or Theater  
Language 299 or 300

### SOPHOMORE YEAR

#### First Term

Language 300  
Humanities Elective  
Science 101

#### Second Term

Language 300  
Second Language 101  
Science 102

#### Third Term

Second Language 102  
Science or Mathematics  
Psychology or Economics  
Language 320

The following program is designed for students who plan to teach at the secondary school level. Those interested in teaching a foreign language in the elementary school should consult the Education and Modern Foreign Language Departments. In either case, the Master of Arts in Teaching degree is recommended. It is also advisable to participate in the ACM Urban Education program.

## FOREIGN LANGUAGE TEACHING MAJOR

### FRESHMAN YEAR

#### First Term

Intermediate Language  
English 101  
History 102

#### Second Term

Intermediate Language  
English 105 or 106  
History 103

#### Third Term

Speech or Humanities Elective  
Art, Music, or Theater  
Language 299 or 300

### SOPHOMORE YEAR

#### First Term

Language 300  
Psychology 101  
Science 101

#### Second Term

Education 201  
Science 102  
Second Language 101

#### Third Term

Education 202  
Science or Mathematics  
Second Language 102  
Language 300

## MUSIC

### FRESHMAN YEAR

#### First Term

Music 102  
English  
Language  
Applied Music

#### Second Term

Music 103  
English  
Language  
Applied Music

#### Third Term

Music 201  
Speech  
Language  
Applied Music

### SOPHOMORE YEAR

#### First Term

Music 202  
Language  
Science  
Applied Music

#### Second Term

Music 204  
Social Sciences  
Science  
Applied Music

#### Third Term

Humanities Elective  
Social Science  
Science  
Music 205

Language courses could be deferred until the sophomore year, in which case science would be taken in the freshman year.

## PHILOSOPHY

Students should plan their courses to meet distribution and graduation requirements during the first two years, including Philosophy 101 and 102 in the freshman year and Philosophy 210 and 213 in the sophomore year.

## PHYSICAL EDUCATION

### FRESHMAN YEAR

#### First Term

Language  
English  
Biology

#### Second Term

Language  
English  
Biology

#### Third Term

Language  
Psychology  
Speech

### SOPHOMORE YEAR

#### First Term

Rhythmical Activities  
Team Sports (Women)  
American History or Government (Men)  
Language

#### Second Term

Elementary School Physical  
Education  
Education 201  
Humanities Elective

#### Third Term

Individual Sports  
Education 202  
Health Education



## PHYSICS

### FRESHMAN YEAR

#### First Term

English 101  
Mathematics 151  
Physics 211 or Art, Music,  
or Theater

#### Second Term

Humanities Elective or Social Science  
Mathematics 152  
Physics 110

#### Third Term

Mathematics 251  
Physics 111  
Speech 101

### SOPHOMORE YEAR

#### First Term

Mathematics 252  
Physics 208  
Physics 112

#### Second Term

Humanities Elective or Social Science  
Foreign Language  
Physics 210

#### Third Term

Foreign Language  
Mathematics 254  
Physics 212

## PSYCHOLOGY

### FRESHMAN YEAR

#### First Term

English 101 or Distribution Requirement  
Laboratory Science  
Language

#### Second Term

Laboratory Science  
Language  
Psychology 111, 121, or 131

#### Third Term

Language  
Mathematics 106 or Science  
Psychology 111, 121 or 131

### SOPHOMORE YEAR

#### First Term

Humanities  
Psychology 201  
Speech 101 or Distribution Requirement

#### Second Term

Humanities  
Psychology 202  
Sociology 201 or 210

#### Third Term

Humanities  
Music, Art, or Theatre  
Psychology Elective

## RELIGIOUS STUDIES

### FRESHMAN YEAR—Ministry and Christian Education

#### First Term

English 101  
Language  
Speech 101  
Art, Music, or Theater\*

#### Second Term

Language  
Bible 101  
Art, Music, or Theater\*

#### Third Term

Religion  
Language or General Psychology  
Literature, History or Philosophy  
Art, Music, or Theater\*

### SOPHOMORE YEAR—Ministry

#### First Term

Laboratory Science  
Social Science  
Language or Religion

#### Second Term

Laboratory Science  
Social Science  
Greek

#### Third Term

Science or Mathematics  
Philosophy of Religion  
Greek

*\*One-term course or fractional courses to equal one-term course may be taken.*

### SOPHOMORE YEAR—Christian Education

#### First Term

Laboratory Science  
General Psychology or Religion  
Language, Literature, History  
or Philosophy

#### Second Term

Laboratory Science  
Education 201  
Mathematics 110 (elementary or  
American History or  
Government (secondary)

#### Third Term

Religion  
Education 202  
Mathematics 111 (elementary or  
course in major (secondary)

## SOCIOLOGY

During their first year at Monmouth College, potential and declared majors in sociology should concentrate on meeting college distribution requirements. If one is unsure about declaring sociology as a major, he might wish to explore the field through Sociology 101, 102, or 103. Even though these courses will not count toward a major, they may help the individual student reach a decision.

In the sophomore year, declared majors will supplement the three-term sequence in Principles of Sociology with additional distribution requirements. The Department strongly recommends using biology and statistics to meet the distributional requirement in the Natural Sciences and Mathematics. Majors should plan to meet the distributional requirement in

the Social Sciences with courses in two departments outside sociology.

Requirement (f) in the Departmental Major is intended to recognize the differential goals and interests of students who may be planning careers in business, education, social work, sociology, and those who wish to study sociology for purely non-vocational reasons. For students planning careers in business, these additional courses might be drawn from economics and government; for teachers, these courses might be in history, education, psychology, economics, or government; for social workers, courses in psychology; for graduate study in sociology, statistics and social psychology; and for the general student, depending upon some unifying theme or interest.

## **SPEECH**

In a world that is experiencing increasingly rapid changes in communication concepts and practices and in a college which supports the liberal arts principle, we encourage our majors to develop a broad background of knowledge, interests, and abilities relevant to human communication. Students who intend to major in Speech-Communication Arts must take a minimum of eight courses chosen in consultation with the members of the department. At least one course must be taken from each of the three departmental areas (Interpersonal and Mass Communication; Theatre and Cinema Arts; and Language Learning and Rehabilitation). Participation in the Center for the Study of Communication Arts is expected of majors.

## COURSES OF INSTRUCTION

Students are urged to note the requirements listed for each academic department and consult with their faculty adviser and the department concerned for more specific information.

Prerequisites or co-requisites for a course, if any, are listed following the course description. Courses numbered 100 to 199 normally are introductory courses open to freshmen; 200-level courses are intermediate courses open to sophomores but not to freshmen; 300-level courses are advanced courses open only to juniors and seniors or to sophomores with the consent of the instructor; 400-level courses are departmental seminars and independent study courses. Fractional courses are offered in art, music and speech and dramatics.

A detailed schedule of courses listing the instructor, time and classroom is issued each spring for pre-registration information. Courses may be withdrawn if there is not sufficient demand in any given term.

## ART

HARLOW B. BLUM, *Associate Professor, Chairman*

GEORGE L. WALTERSHAUSEN, *Instructor*

G.E. BOONE, *Lecturer*

KATHARINE P. BOONE, *Lecturer*

MARGARET MATTHEWS, *Lecturer*

## DEPARTMENTAL MAJOR

- (a) Emphasis in studio art: At least 10 term courses in art including four studio courses, three courses in art history, one in independent study, one in design, and Art Seminar 450.
- (b) Emphasis in art history: At least three courses in Art History beyond 107, two in independent study, Art Seminar 450, and two courses in studio art.

## ART HISTORY

### 103. Art Appreciation.

A course for the general student, emphasizing increased perception of the formal elements of visual art—line, form, color and texture—with which one comes in contact every day. Included also are the theory and criticism of visual art. Open primarily to non-art majors.

### 105. Introduction to the History of Art.

A study of the major phases and works of art in painting, sculpture, and architecture from Prehistoric through Byzantine styles.

### 106. Introduction to the History of Art.

A study of the major phases, works of art, and personalities from Medieval through Baroque.

### 107. Introduction to the History of Art.

A study of the major phases, works of art, and personalities covering the 18th, 19th, and 20th Centuries.



**205. Introduction to the History of Indian Art.**

Survey of Indian art from the Indus Valley civilization through the early Hindu dynasties, including a review of the Buddhist and Hindu traditions of Indian art and a brief survey of the post-Hindu styles.  
(alternate years)

**206. Introduction to the History of Chinese Art.**

Survey of Chinese art from Prehistoric times through the Ching dynasty (1644-1911) with emphasis on those works which affected Japanese art.  
(alternate years)

**207. Introduction to the History of Japanese Art.**

Survey of Japanese art from the Prehistoric period through the Tokugawa Period (1614-1898). Attention is given to the influences of Chinese and Western art with emphasis on the evolution of a unique Japanese style.  
(alternate years)

**321. Architecture.**

Ancient, Medieval, and Renaissance architecture is used as a basis for appraising contemporary architecture.

**322. Contemporary Art.**

A study of 20th century painting and sculpture with emphasis on the art in America. Prerequisite: Art 107 or consent of instructor.

**331. European Renaissance.**

Great figures in important centers in the Renaissance. Prerequisite: Art 106 or consent of instructor.  
(alternate years)

**332. Middle Eastern Art.**

The art of the Middle East from prehistoric through Islamic periods. Special emphasis upon the major Islamic developments in Iran and Turkey and their influences on European art.

**SEMINARS AND INDIVIDUAL STUDY**

**250. Special topics.**

Course description to be developed by students and instructors.

**320, 325. Junior Independent Study.**

An individual research program arranged in consultation with the instructor and designed to fit the interests of the student.

**350. Seminar in Oriental Art.**

Introduction to the arts of China, Korea, and Japan, illustrated with examples from the Boone Collection.

**420. Senior Independent Study.**

An individual research program arranged in special interest areas of the student.

**450. Art Seminar.**

Art criticism, teaching methods, and techniques, and other specialized art topics offered only to senior art majors or by special permission.  
(alternate years)

## STUDIO COURSES

Art studio courses may be taken for either fractional or whole course credit, depending upon the number of class hours taken. Students taking one-half credit studio courses normally meet four hours per week. If a student elects to take a studio sequence for whole course credit, he registers for both half courses simultaneously; i.e., Art 151, 152. Students electing to enroll for a whole course credit must be able to take eight hours of class work.

### **151, 152. Fundamentals of Drawing.**

Introducing the beginning student to a variety of media: charcoal, conte, ink, pastel and watercolor. Theory and practice in the elements of drawing with the emphasis on creative expression.

### **201, 202. Beginning Printmaking.**

A studio course emphasizing the basic techniques of printing in the development of the fine print. The study and making of etchings, engravings, serigraphs, and woodcuts. Prerequisite: Art 151 or consent of instructor.

### **211. Design.**

Fundamental elements and principles of two- and three-dimensional design emphasizing aspects of visual expression.

### **221, 222. Advanced Drawing.**

The development of drawing techniques.

### **241, 242. Beginning Sculpture.**

Introducing the theory and practice of three-dimensional techniques using clay, plaster, and other materials.

### **251, 252. Beginning Painting.**

An introduction to synthetic and oil painting media, painting techniques, composition and analysis. Emphasis on individual expression. Prerequisite: Art 151 or consent of instructor.

### **301, 302. Advanced Printmaking.**

Prerequisite: Art 202.

### **341, 342. Advanced Sculpture.**

Practice in three-dimensional composition concentrating on permanent materials with an emphasis on individual expression and self-criticism.

### **351, 352. Composition and Painting.**

Composition practice, analysis, and painting techniques with emphasis on the creative formal elements. Prerequisite: Art 252.

### **451, 452. Advanced Composition.**

Individual creative work in painting, sculpture, or graphic arts. Prerequisite: Art 302, 342, 252.

The following course is available to Monmouth students at Knox College:

**Ceramics (Art 319).**

# BIOLOGY

ROBERT H. BUCHHOLZ, *Professor, Chairman*

JOHN J. KETTERER, *Professor*

DAVID C. ALLISON, *Associate Professor*

MILTON L. BOWMAN, *Associate Professor*

BENJAMIN F. COOKSEY, *Assistant Professor*

## DEPARTMENTAL MAJOR

A minimum of eight courses in biology in addition to Biology 101-102 and including (A) any two of the following: Biology 205 or 206, 212, 213, 214 and 216; (B) either Biology 311 or 312; (C) Biology 316, 317, and 405; (D) one of the following Biology 406 or 407. The following courses in the fields of chemistry and physics are required: (A) Chemistry 131 and Chemistry 211; (B) two terms of Physics 101-102 or Physics 110-111. A strong background in mathematics is recommended.

## ECOLOGICAL FIELD STATION

In the summer of 1969 the Biology Department of Monmouth College established an Ecological Field Station on certain backwaters of the Mississippi River near Keithsburg, Illinois. The location of this site is just 30 minutes from the campus which makes it convenient for teaching purposes. This classroom-laboratory in the field has strengthened the ecological aspect of our academic program. It is also used for other biology courses, independent study and for student-faculty summer research projects. This Ecological Field Station is a cooperative project involving the National Science Foundation, the U.S. Corps of Engineers and Monmouth College.

### 101. College Biology.

An introduction to the concepts in modern biology with emphasis on the cell and with an experimental approach in the laboratory. Basic biological processes of cellular organization, chemical and physical aspects of normal and abnormal cells, metabolism, drug action, energy relationships, photosynthesis, cell reproduction, and protein synthesis will be stressed.

### 102. College Biology.

Principles of modern environmental biology will be emphasized. The concept of the ecosystem will be stressed with specific reference to such topics as succession, niche, pollution, population dynamics, human ecology, physical and biological environment, natural cycles of the elements, biotic factors, parasitism and symbiosis. The effect of man's intrusion on the biotope will be considered. An experimental approach will be used in the laboratory.

### 205. Lower Invertebrates .

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of non-coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 102 or consent of the instructor.

### 206. Higher Invertebrates.

A study of the general morphology, physiology, and ecological and evolutionary relationships of the major groups of coelomate invertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 and 102 or consent of the instructor.

### **212. Vertebrate Zoology.**

A study of the morphology, physiology, life histories, and the ecological and evolutionary relationships of vertebrate animals. Representatives of the major taxa are studied in the laboratory. Prerequisite: Biology 101 and 102 or consent of the instructor.

### **213. Non-Vascular Plants.**

A study of the non-vascular plants exclusive of the bacteria. Particular consideration will be given to the structure and life cycles of the algae, fungi, mosses, and the liverworts. Prerequisite: Biology 101 and 102 or consent of the instructor.

### **214. Vascular Plants.**

A study of the ferns, conifers, and flowering plants. Emphasis will be placed on the structure and life cycles of these groups of plants. Prerequisite: Biology 101 and 102 or consent of the instructor.

### **215. Organic Evolution.**

An introduction to the concept of organic evolution including a critical review of the theories and mechanisms of evolution and the evidence upon which they are based; the problems of the origin of life; and the evolutionary history of animals and plants. Prerequisite: Biology 101 and 102 or consent of the instructor.  
(alternate years)

### **216. Animal Behavior.**

A one term course with laboratory designed to give the student an understanding of fundamental concepts and basic principles in the field of instinctive animal behavior. Prerequisite: Biology 101 and 102 or consent of the instructor.

### **217. Human Anatomy and Physiology.**

A course designed to give the student a general understanding of the structure and function of the human body.

### **311. Mammalian Physiology.**

A detailed study of the physiological mechanisms of the mammalian systems. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

### **312. General Physiology.**

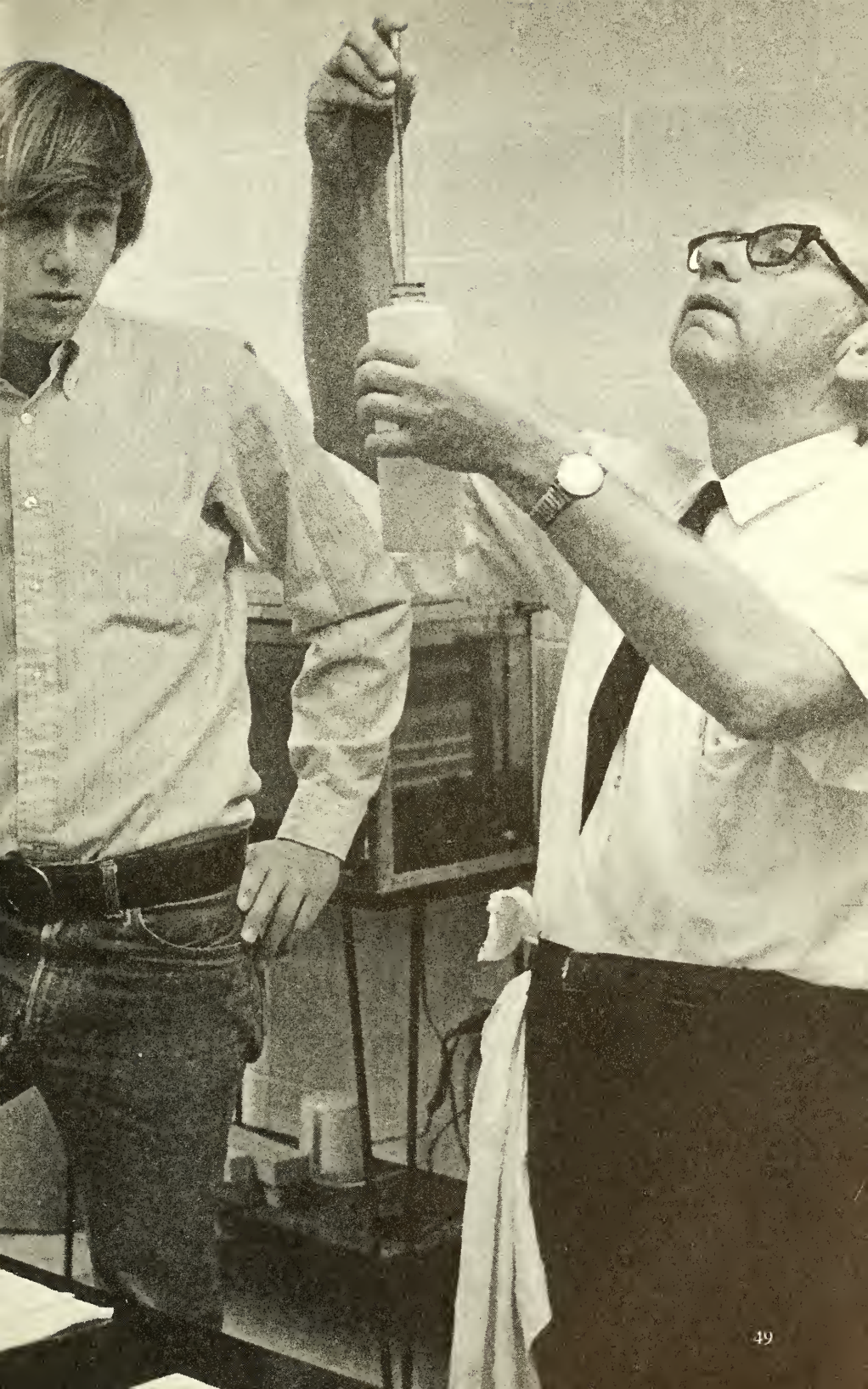
A study of the fundamental concepts and basic principles of protoplasmic processes in plant, animal, and microbial cells. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; one term of organic chemistry; or consent of the instructor.

### **313. Developmental Biology.**

A descriptive and experimental study of development and differentiation in plants and animals. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, 214; Chemistry 112; or consent of the instructor.

### **314. Bacteriology.**

A general study of the bacteria as living organisms. Morphology, physiology and ecological relationships are emphasized. Some consideration is given to the nature of disease and its control. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213, and 214 or consent of the instructor.  
(alternate years)



### 315. Cell Morphology.

A morphological study of the ultra and fine structure of the cell. Consideration of cellular interdependence at the tissue level will be undertaken. Abilities in micro-technique will be developed in the laboratory. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or the consent of the instructor.

### 316. Genetics.

An introduction to the principles of heredity in animals and plants. The study will include contemporary consideration of the gene and the gene mechanisms. Laboratory exercises utilizing both plants and animals will be used to elucidate the above principles. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.

### 317. Ecology.

An introduction to ecology designed to give the student an understanding of the principles and concepts of environmental interrelationships and interactions with living organisms. Prerequisites: Two of the following courses: Biology 205, 206, 212, 213 and 214 or consent of the instructor.

## INDIVIDUAL STUDY

### 405, 406, 407. Independent Study.

Individual research or advanced experimental projects chosen by the student in consultation with the staff, involving the search of primary literature sources, design and execution of experiments, and an oral and written report of the results. Open to qualified juniors and all senior Biology majors.

## CHEMISTRY

QUENTIN R. PETERSEN, *Professor, Chairman*

BERWYN E. JONES, *Associate Professor*

TERRY M. NAGEL, *Assistant Professor*

Monmouth College is included in the list of institutions approved for undergraduate training of chemists by the American Chemical Society.

## DEPARTMENTAL AND A.C.S. MAJORS

- (a) A departmental major shall consist of the following courses: Chemistry 111 and 112 (151 will satisfy this sequence); 131; 211; 212; 311; 403 or 404; and one additional course numbered 200 or higher. The following courses are prerequisites for Chemistry 311 which is a required course for all majors in chemistry: Physics 110, 111 and Mathematics 151, 152.
- (b) Students wishing to complete teacher certification requirements in chemistry shall complete 10 term courses in chemistry including the requirements for the departmental major.
- (c) Students wishing to be certified by the American Chemical Society should take the following courses in addition to those courses numbered in part (a) above: Chemistry 251, 312, 331, 341; Mathematics 251 and 252; and at least one additional term course chosen from Chemistry 351, 403, or 404, Mathematics 254 or more advanced, Physics 208 or more advanced, and Biology 311 or more advanced.
- (d) All majors will be expected to participate in the departmental seminar programs given by students, staff members, and visiting scientists.

- (e) All majors will be required to present a satisfactory performance on the Undergraduate Record Examination given during the senior year, and a satisfactory performance on a departmental oral examination given at the end of the senior year.
- (f) A reading knowledge of German or Russian is required of all chemistry majors. Satisfactory completion of German 201 or Russian 201 meets this requirement.

#### **101, 102. Chemistry, A Cultural Approach.**

A study of some of the problems currently facing and faced by the science of chemistry. An examination of how various tools, from thought to instrumentation, are applied to the solution of these chemical problems. A more detailed study of selected topics ranging from the reading of bottle labels to the danger of radioactive fallout will also be made. This course will be taught primarily by chemistry majors under the direction of the chemistry faculty.

#### **111. Introductory Chemistry.**

An introduction to the fundamental concepts of chemistry. Subjects emphasized are the structure of the atom and the relationship of this structure to the Periodic Law; the gaseous state and the kinetic molecular theory; the concepts of molecular, atomic and equivalent weights and their relationships to the liquid and solid state. One laboratory per week is devoted to experimental study of the topics considered in lecture. Prerequisites: none.

#### **112. Introductory Chemistry.**

A continuation of 111. Prerequisite: Chemistry 111 or permission of the department.

#### **131. Introduction to Analytical Chemistry.**

A survey of chemical equilibrium, gravimetry, titrimetry, spectrophotometry, electrochemistry, chromatography, and separations. Prerequisite: Chemistry 112 or Chemistry 151. Two laboratories per week.

#### **151. Fundamentals of Chemistry.**

Atomic and molecular structure, stoichiometry periodicity, kinetics and equilibrium, acid-base and redox systems. Two laboratories per week consist of qualitative analysis and other appropriate experiments. Prerequisite: Satisfactory performance on the Chemistry Placement Test.

#### **211. Organic Chemistry.**

An application of the concepts of bonding structure and reactivity to the most fundamental types of carbon compounds. Two laboratories per week introduce the principal manipulative techniques of organic chemistry through appropriate syntheses. Prerequisites: Chemistry 112, 152, or permission of the instructor.

#### **212. Organic Chemistry.**

A continuation of Chemistry 211 which considers additional classes of organic compounds and the more intricate relationship between structure and reactivity as expressed in mechanistic terms. The laboratories stress the chemical behavior of the major functional groups. Prerequisites: Chemistry 211, or permission of the instructor.

#### **213. Introductory Biochemistry.**

A study of the molecules of physiological importance, their structures, functions and transformations which occur within living cells. A more detailed study of some selected topics (e.g. proteins, nucleic acids, intermediary metabolism, enzyme action and biosynthesis) will be made. One laboratory per week illustrates modern biochemical techniques. Prerequisite: Chemistry 212 and permission of the Department.

### 251. Organic Chemistry.

An extensive and sophisticated study of polyfunctional organic compounds, including materials of natural origin. Two laboratories per week are devoted to the qualitative analysis of organic compounds and mixtures using classical and instrumental techniques. Prerequisites: Chemistry 212 or permission of the instructor.

### 311. Physical Chemistry.

A rigorous treatment of thermodynamics, thermochemistry, phase equilibria, chemical equilibria, the gaseous state, properties of liquids and solutions, and electrochemistry. One laboratory per week which is correlated with the lecture material. Prerequisites: Chemistry 131 or 152, Mathematics 152, corequisite Physics 111 or permission of the instructor.

### 312. Physical Chemistry.

Kinetic molecular theory of gases, chemical kinetics, theory of reactions rates, chemical applications of quantum mechanics, structural chemistry, electric and magnetic properties of molecules. The laboratory is correlated with the lecture material. Prerequisites: Chemistry 311, Mathematics 251 and Physics 112 or permission of the instructor.

### 331. Advanced Analytical Chemistry.

A rigorous study of the principles and practice of modern quantitative chemical analysis, including instrumental methods. Sampling, quantitative separations, statistical treatment of data and electrochemical methods of determination. The two weekly laboratories are correlated with the lecture. Prerequisites: Chemistry 212, 311 (may be taken concurrently by permission of the department).

### 341. Advanced Inorganic Chemistry.

A study of structure, bonding, thermodynamic stability and reaction kinetics of coordination complexes including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Synthetic and physical methods in inorganic chemistry are introduced in a single laboratory per week.

### 351. Advanced Topics in Chemistry.

A discussion of advanced topics in chemistry. The laboratory is correlated with the lecture material. Prerequisite: Chemistry 311.

### 403. Research.

The study of an original research project chosen in consultation with the chemistry staff. Prerequisite: Permission of the Department.

### 404. Independent Studies.

Study of a topic of special interest to the student directed by one of the staff. Prerequisite: Permission of the Department.



## CLASSICAL LANGUAGES

BERNICE L. FOX, *Associate Professor, Chairman*

### DEPARTMENTAL MAJOR IN LATIN

- (a) A minimum of eight courses in Latin above the level of 200 courses, and including an independent study course in prose composition.
- (b) A course in Roman history and at least two terms of Greek.
- (c) Between the junior and senior year, Latin majors have a three-week summer program available, but not required. Two weeks are spent with the Vergilian Society at Cumae, Italy, with trips to Pompeii and Naples and one week in Rome.

### DEPARTMENTAL MAJOR IN CLASSICS

- (a) A minimum of either three terms of Latin above the 200 level or three terms of Greek; plus two terms of the language not chosen as the primary language; plus two courses from Classics 211, 221, 224, and a course in independent study taken within the department.
- (b) At least four courses in one or two closely related fields, including History 211 and 212.

## LATIN

### 101. Elementary Latin.

A study of grammar and syntax. Designed for the student beginning the study of Latin. Not offered 1971-72.

### 102. Elementary Latin.

A continuation of Latin 101, completing the syntax and starting the reading of Latin authors. Not offered in 1971-72.

### 103. Latin Grammar.

A rapid survey of elementary Latin grammar and syntax with easy readings from Latin authors. Prerequisite: one year of high school Latin or permission of instructor. Cannot be used to satisfy the language requirement.

### 204. Vergil's "Aeneid."

Prerequisite: two years of high school Latin or Latin 102 or 103.

(alternate years)

Not offered 1971-72.

### 205. Cicero.

Selections from the Orations and Essays. Prerequisite: two years of high school Latin or Latin 102 or 103.

(alternate years)

### 301. Livy's "Histories."

Emphasis on the early kings and the Carthaginian Wars. Prerequisite: three years of high school Latin or the equivalent.

(alternate years)

### 302. Tacitus and Suetonius.

The period of the Twelve Caesars, with special study of the periods of Augustus and Nero. Prerequisite: see Latin 301.

(alternate years)



**303. Pliny's "Letters."**

Special study of Roman private life at the time of Pliny. Prerequisite: see Latin 301.  
(alternate years)

**310. Roman Drama.**

Studies in Plautus and Terence. Prerequisite: see Latin 301.  
(alternate years)

**311. Latin Lyric Poetry.**

Readings from Catullus, Ovid, and Horace. Prerequisite: see Latin 301.  
(alternate years)

**312. Roman Satire.**

A study of the satires of Horace and Juvenal and the epigrams of Martial. Prerequisite:  
see Latin 301.  
(alternate years)

**401. Independent Study.**

Individual research problems in language or literature under guidance of the instructor.  
Advanced students only.

**GREEK\***

**101. Elementary Greek.**

A study of Greek grammar and acquisition of vocabulary.

**102. Elementary Greek.**

Continuation of the study of Greek grammar, with translations from Xenophon's  
Anabasis or other selected readings.

**201. Greek Reading.**

Selections from Plato's Apology and Crito or from the Greek historians, Septuagint,  
Apocrypha, or non-literary papyri.  
(alternate years)

**202. Greek Reading.**

Continuation of 201.  
(alternate years)

**307. New Testament.**

Forms, syntax, and reading. Prerequisite: Greek 101-102.  
(alternate years)

**308. New Testament.**

Textual and word studies and more difficult reading.  
(alternate years)

**401. Independent Study.**

Advanced individual study of grammar or reading under direction of the instructor.

*\*Not offered in 1971-72.*

## CLASSICAL CIVILIZATION

(Given in English. No foreign language prerequisite.)

### 211. Classical Archaeology.

A study of more important Greek and Roman antiquities from the Minoan civilization in Crete to late Roman times. Text and library readings, supplemented by slides taken in Italy, Greece, and Asia Minor. Not offered 1971-72.

### 221. Classical Mythology.

A study of classical myths, especially as they relate to Art and literature. No prerequisites.

### 224. Word Elements.

Intended to aid in mastering general and technical derivatives from Greek and Latin stems. No previous study of these languages required.

### 250. Special Topics.

## EAST ASIAN STUDIES PROGRAM

CECIL C. BRETT, *Director, Professor of Government and History*

Students wishing to explore the area of East Asia can either major in a related field and take courses in the East Asian Studies series or select a topical major with concentration in East Asian course work. The program for the topical major must be approved by the Petitions and Academic Status Committee and the director of the East Asian Studies program. Students with an interest in Asia may study for a summer or for an academic year in various Asian universities.

### ART

- 205. Art of India.
- 206. Art of China.
- 207. Art of Japan.
- 350. Seminar in Oriental Art.

### ENGLISH

- 215. Japanese Literature in Translation.

### GOVERNMENT

- 343. Foreign Governments III, The Far East.
- 381. International Politics of the Far East.

### HISTORY

- 201. Oriental Civilization I.
- 202. Oriental Civilization II.
- 203. Oriental Civilization III.
- 301. Modern China.
- 302. Modern Japan.
- 303. Modern India.

## **JAPANESE\***

- 101, 102, 103. Elementary Japanese.
- 201, 202. Intermediate Japanese.
- 315. Japanese Literature in Translation.
- 320. Individual or Group Study.

*\*Not offered in 1971-72.*

## **PHILOSOPHY**

- 306. Oriental Philosophy.

## **RELIGION**

- 321. The Religions of India and the Middle East.
- 322. The Religions of S.E. Asia, China, and Japan.

## **SOCIOLOGY**

- 103. Societies Around the World.

## **SPEECH**

- 312. Oriental Theater.

## **SPECIAL COURSES**

- 250. Seminar in East Asian Studies.

Selected topics in East Asian Studies

- 301. East Asian Geography Seminar.

An examination of the physical environment of selected East Asian countries in relation to the economic, cultural, political, and social aspects of these countries. Initial lectures on the geography of the area, and intensive readings, discussions, regular papers, and oral reports by students are required.

The following courses are available to Monmouth College students at Knox College:

**The History of East Asian Civilizations (History 241 and 242—two term-sequence).**

**India and Southeast Asia (History 387).**

**China and Japan (History 388).**

**Great Ideas in the Non-Christian Religions (Religion 111).**

**Buddhism: An Historical-Phenomenological Analysis (Religion 310).**

**Comparative Governments of the Middle East (Political Science 219).**

**Comparative Governments of Asia (Political Science 317).**

# ECONOMICS AND BUSINESS ADMINISTRATION

JAMES R. HERBSLEB, *Professor, Chairman*

DEWEY WOODALL, *Instructor*

HOMER L. SHOEMAKER, *Lecturer*

## DEPARTMENTAL MAJOR

- (a) A major in economics must include the following courses: 300, 301, 306, 311, 401, or 402.
- (b) A major in business administration must include the following courses: 203, 204, 307, 308, 320, 321, 322, 401, or 402.

### 200. Principles of Economics.

Micro-economics. The two-term sequence (Economics 200-201) is designed to equip the student with a fundamental and rigorous understanding of the methods and objectives of economic analysis.

### 201. Principles of Economics.

Macro-economics.

### 203. Principles of Accounting.

This course does not presume any previous training in bookkeeping. It gives thorough acquaintance with the principles of accounting as applied to the corporate form of business enterprise.

### 204. Principles of Accounting.

A continuation of Economics 203 with emphasis on the interpretation of accounts as applied to both corporations and partnerships. Prerequisite: Economics 203.

### 205. Intermediate Accounting.

Individualized study, usually in a seminar, in various fields of accounting such as budgeting, cost, taxation, etc.

### 206. Advanced Accounting.

A continuation of 205.

### 250. Contemporary Consumerism.

The initial course which confronts students with related problems of consumer protection and the deteriorating environment. In voluntary interest groups students attack problems of specific products, manufacturing processes, use of resources, and environmental effects through an interdisciplinary research program. No prerequisites.

### 300. Intermediate Price Theory.

An intensive view of modern price theory as it applies to individuals, firms and resource owners and their interaction in markets characterized by both perfect and imperfect competition. Prerequisite: Economics 200-201.

### 301. Intermediate Income Analysis

A comprehensive view of modern theories of the determination of income and employment. Includes discussion of both Keynesian and post-Keynesian developments in income theory with special attention to monetary and fiscal policy. Prerequisite: Economics 200-201.

**302. Business and Government.**

A study of basic industrial organization as it is altered by government regulation, particularly the regulation of monopoly and unfair business practices as spelled out in the law.

**303. Government and Labor.**

A study of labor economics and the changing position of labor before the courts and government regulation of labor unions.

**306. International Economics.**

Analysis of our economic relations with other nations, relating to governmental policies in the area of trade and including economic development. Prerequisite: Economics 200-201.

**307. Business Law.**

An introduction to the development of our legal system and the organization of our courts. Involves analysis of cases and application of principles with a view to the appreciation of the involvement and development of law in our society.

**308. Business Law.**

A continuation of Economics 307, extending the analysis of the law into the realm of business organizations and property.

**310. Public Finance.**

A study of the financing of government operations, including the problem of fiscal policy.

**311. History of Economic Thought.**

A study of the development of major economic thought and doctrines. Emphasis upon Mercantilists, Physiocrats, Classical School, Adam Smith, J.S. Mill, Alfred Marshall, J.B. Clark, Thorstein Veblen, J.A. Hobson, J.M. Keynes, and others. Prerequisite: Economics 200-201.

**320. Investments and Finance.**

Analysis of the various types of investment securities from the viewpoint of the investor, with attention to methods of corporation finance. Prerequisite: Economics 200-201, 204.

**321. Principles of Management.**

Study of general principles of business management with emphasis on transferability of management principles to all phases of business. Prerequisite: Economics 200-201.

**322. Marketing.**

Principles and problems in wholesaling, retailing, advertising, chain stores and mail-order merchandising; study of buying motives and commodity markets; methods in buying, selling, transportation, storage, pricing, and credit extension.

**401. Independent Study.**

**402. Seminar.**

The following courses are available to Monmouth students at Knox College:

The Economics of Transportation (Economics 329).

Computer Applications to Economic and Business Problems (Economics 312).





# EDUCATION

BENJAMIN T. SHAWVER, *Professor, Chairman*

CHARLES E. WINGO, *Professor*

PAUL S. GEORGE, *Assistant Professor*

VO N. LIN, *Lecturer (part-time)*

Courses in education are provided for students preparing to teach in elementary and secondary schools. Most of the students enrolling in education courses complete one of the following teacher preparation programs approved by the Illinois State Teacher Certification Board: Illinois Standard Elementary Certificate, Illinois Standard High School Certificate, or the Illinois Standard Special Certificate.

Students completing one of the State of Illinois approved programs will be able generally to qualify for certificates in other states. Advisers in the department of education are prepared to discuss the requirements of other states and steps to be taken in applying for certificates.

## Elementary School Teacher Preparation Program

A student completing the program outlined on page 35 and an A.B. degree at Monmouth College will be recommended to the Illinois State Certification Board under the approved program procedures for an Illinois Standard Elementary Certificate. This certificate is valid for teaching in grades kindergarten through nine in any public school district in Illinois except the city of Chicago.

## High School Teacher Preparation Programs

State of Illinois approved programs for the Illinois Standard High School Certificate are available in:

Art	Geology	Physics
Biology	German	Psychology
Chemistry	History	Sociology
Civics, Political Science	Latin	Spanish
Economics	Mathematics	Speech
English	Music	
French	Physical Education	

A student electing to complete preparation for the Illinois Standard High School Certificate, valid for teaching in grades six through twelve, fulfills departmental major, distributional (general education), professional education, and other requirements for the baccalaureate degree. The departmental major must include a minimum of ten courses.

A course in American history or American government should be elected in fulfilling, respectively, a humanities or social science distributional requirement. Successful completion of a course in American history or American Government is required for an Illinois standard teaching certificate. Any one of the following courses in history and government may be used to fulfill the aforementioned requirement: History 110, 282, 283, 351, or 353, and Government 103, 104, and 300.

The professional education requirements include Education 200, 201, 340, 440, and 450, and History 313 or Philosophy 211. Concurrent enrollment in Education 440 and 450 is required.

## Special Certificate Programs

State of Illinois approved programs for the Illinois Standard Special Certificate are available in Art, Music, and Physical Education. These certificates are valid for teaching in grades kindergarten through fourteen. The departmental major, distributional (general education), and graduation requirements are the same as for the Illinois Standard High School Certificates in Art, Music, and Physical Education. The professional education requirements are the same as the ones for the high school certificate. Additionally students participate in methods courses directed toward the elementary school. These include Education 334, Teaching of Art in the Elementary School, for majors in art; Physical Education 211, Elementary School Physical Education, for majors in physical education; and Music 312, Teaching Music in Elementary Schools, for majors in music.

### 200. The Teacher and the School.

Reading, discussion, and participation selected and arranged to provide an experiential basis for decisions about teaching and subsequent preparation for teaching. One-half course credit. Prerequisite for admission to Education 201.

### 201. Educational Psychology.

Investigation of the contributions of behavioristic, developmental, and humanistic psychology to education. Emphasis on behavior modification, group dynamics, and interpersonal relationships in education. One course credit. Prerequisite: Education 200.

### 330. Elementary School Curriculum and Methods of Instruction: Course I.

A study of the curriculum of the elementary school, planning for teaching, materials available, and methods of evaluation. One-half course credit. Prerequisite: Education 201.

### 332. Teaching of Reading and Other Language Arts.

A study of theories, practices, and techniques of teaching reading and other language arts. One course credit. Prerequisite: Education 201.

### 334. Teaching of Art in the Elementary School.

A study of the objectives, content, and methods of teaching art in the elementary school. One-half course credit. Prerequisite: Education 201.

### 336. Teaching of Literature in the Elementary School.

A study of the objectives, content, and methods of teaching literature in the elementary school. One-half course credit. Prerequisite: Education 201.

### 340. Secondary School Curriculum and Methods of Instruction: Course I.

Investigation of the curriculum of the secondary school and methods of instruction. Discussion of educational reforms and the changing secondary school. Emphasis placed on helping teacher candidates to understand their attitudes toward the school and the pupil. One-half course credit. Prerequisite: Education 201.

### 430. Elementary School Curriculum and Methods of Instruction: Course II.

A continuation of Education 330. Special attention will be given to objectives, content, methods and materials for the teaching of social studies and natural science. One-half course credit. Prerequisites: Education 330, 332, and admission to student teaching. Registration concurrent with student teaching.

#### **440. Secondary School Curriculum and Methods of Instruction: Course II.**

An intensive study of the curriculum area of the teacher-candidate. This study will include materials available, special methods, planning for teaching, and methods of evaluation. Instructional responsibility may be shared by representatives of teacher-candidates' major fields and staff from Department of Education. One-half course credit. Prerequisites: Education 340 and admission to student teaching. Registration concurrent with student teaching.

#### **450. Student Teaching.**

Directed observation and supervised teaching in grades or subjects within the scope of the certificate sought. Each student works in a public school under the supervision of one or more cooperating teachers, a supervisor from the Department of Education, and, in the instance of high school and special certificate candidates, a supervisor from the teacher-candidate's major department. Two and one-half course credits. Prerequisites: Admission to Student Teaching and concurrent registration in Education 430 or 440.

### **INDIVIDUAL OR GROUP AND INDEPENDENT STUDY**

#### **305. Individual or Group Study**

Study of special topics in education under the guidance of an instructor. One-half to one course credit. Prerequisite: Approval of the chairman of the department.

#### **400. Independent Study.**

Investigation of special topics relevant to teaching and teacher preparation. One course credit. Prerequisite: Approval of the chairman of the department.

#### **405. Urban Education Seminar.**

A study of the objectives, organization, programs, and problems of schools in large urban centers. One course credit. Registration limited to appointees to Urban Teaching Program of the Associated Colleges of the Midwest.

Courses below are offered by other departments and cross-referenced by the Department of Education. Descriptions are found under the departments indicated.

**History 313. History of Education.**

**Mathematics 110, 111. Mathematics for Elementary Teachers, I & II.**

**Music 312. Teaching Music in the Elementary Schools.**

**Philosophy 211. Philosophy of Education.**

## ENGLISH

GARY D. WILLHARDT, *Assistant Professor, Chairman*

ADELE KENNEDY, *Associate Professor*

RICHARD S. LEEVER, *Associate Professor*

JEREMY McNAMARA, *Associate Professor*

GRACE H. BOSWELL, *Assistant Professor*

MURRAY B. MOULDING, *Instructor*

CALVIN W. EVANS, *Instructor*

LAURA B. MOFFETT, *Lecturer (part-time)*

### DEPARTMENTAL MAJOR

It is expected that each major will work out a meaningful individual program with his adviser. This program must contain a minimum of nine courses beyond English 101. Only two of the introductory courses (105, 106, 120, 121, 122) may be included in the minimum for the major. A student may count toward his major a maximum of two literature in translation courses. If the student wishes he may count Classics 221, Mythology, as one of these two. One of the courses for the major must be at the 400 level.

#### 101. Composition.

This course is devoted to the study and application of basic expository techniques. Weekly themes are written. Required of all freshmen.

#### Introductory Courses

##### 105. Introduction to Fiction.

An introduction to the analysis of the short story, the novella, and the novel.

##### 106. Introduction to Poetry.

An introduction to the analysis of poetry as a genre.

##### 120. Anglo-Saxon to late 17th Century (800-1700).

##### 121. Neo-classical and Romantic Periods (1700-1830).

##### 122. Victorian to Modern (1830 - World War II).

A series of courses emphasizing the chronological development of literature in the English language in both England and the United States. Literary movements, cultural influences, historical developments will be stressed. The student may enter this sequence where he wishes.

#### Intermediate Courses

##### 210. Creative Writing.

Practice in the analysis of fictional and poetic forms and in the writing of fiction and poetry. Students who wish to enroll in this course should submit examples of their writing and obtain permission from the instructor.

##### 211. Russian Literature in Translation.

A study of representative Russian novels and short stories by the major authors of the 19th and 20th centuries (Chekhov, Dostoevski, Gogol, Pasternak, Sholokhov, Tolstoi, Turgenev) against the political and social backgrounds of their times.

**215. Japanese Literature in Translation.**

A study of selections from Japanese literature with special reference to Western impact on its development. See Japanese 315.

**225. Black Literature.**

A survey of the works of Black American authors beginning with pre-Civil War slave narratives to the present. It includes poetry, short stories, novels, and drama, as well as the expository writing of such men as Washington, DuBois, Wright, Baldwin, Malcolm X and Cleaver.

**250. Special Topics**

**314. History of the English Language.**

A study of the historical development of the English language, including some attention to internal history—sounds and inflections—as well as to external history—political, social, and intellectual movements and forces that have affected the development of the language at different periods.

**331. The Practice of Literary Criticism.**

Studies in the fundamental methods and techniques of modern literary criticism.

**341. Studies in Medieval and Renaissance Literature.**

**342. Studies in 17th and 18th Century Literature.**

**343. Studies in 19th and 20th Century Literature.**

**344. Studies in American Literature to 1865.**

**345. Studies in American Literature 1865 to 1940.**

**346. Studies in American Literature 1940 to Present.**

Period courses organized in a variety of ways in order to emphasize literary modes, literary groups or individuals. Students may take any course more than once; course subjects will be announced yearly.

**350. Special Topics in Literature and Related Areas.**

A course which permits the investigation of narrowly defined literary topics, or of subjects of an interdisciplinary nature.

**351. Genre Studies: Novel.**

**352. Genre Studies: Drama.**

**353. Genre Studies: Poetry.**

Studies in the various literary types and modes, such as the development of the novel, studies in comedy or tragedy, or in lyric or satire.

**361. Shakespeare.**

Studies in the comedies and history plays.

**362. Shakespeare.**

Studies in the tragedies and romances.

**Advanced Courses**

**310. Advanced Creative Writing.**

One-third credit per term. Can be taken up to three times. Prerequisite: English 210 and permission of instructor.

#### 400. Seminar in Literary History.

A seminar giving students the opportunity to do intensive study in key literary periods and subjects, related to literary history of a specific period. Consent of instructor.

#### 401. Seminar in Individual Authors.

An in-depth study and appraisal of an individual novelist, poet, or playwright. Consent of instructor.

#### 402. Seminar in Literary Theory.

Seminar dealing in the broad theories of literature, including the nature of literature, criticism, and related areas, such as biography. Consent of instructor.

#### 403. Modern Poetry. British and American.

A study of 20th century British and American poetry. The course is conducted as a seminar with emphasis on literary movements and social significance. Consent of the instructor.

#### 410. Modern Drama.

A study of Continental, British, and American drama from Ibsen to the present. Emphasis on major movements: Realism, Impressionism, Expressionism, Existentialism. Consent of instructor.

#### 450. Independent Study.

Students should arrange with individual instructors for independent study projects.

#### 451. Honors Seminar.

This course will normally be taught in the second term and is a prerequisite for students seeking an honors degree in English. Enrollment in the course is by application to the English Department only.

## GEOLOGY

DONALD L. WILLS, *Associate Professor, Chairman*

LYMAN O. WILLIAMS, *Associate Professor*

### DEPARTMENTAL MAJOR

#### Professional Preparation

Students planning to undertake a professional career in geology must complete the following requirements:

- (a) A minimum of eight term courses in geology of which at least three must be at or above the 300 level.
- (b) A minimum of one term course above the introductory level in biology, chemistry or physics.
- (c) A minimum of two term courses in mathematics. Students interested in mineralogy and petrology should complete the calculus sequence. Students interested in stratigraphy and paleontology should take statistics and computer science.
- (d) Students desiring to graduate with honors must take Geology 406.

## Earth Science Teacher

The State of Illinois offers two options for Earth Science Teachers:

(a) Teaching of Physical Science

(b) Teaching of General Science

(See Education Department section for requirements for certification.)

## DIVISIONAL OR TOPICAL MAJOR IN ENVIRONMENTAL GEOLOGY

Students interested in environmental problems may select this option as preparation for careers in environmental science. Further information about this option can be obtained from the departmental chairman.

### 101. Physical Geology.

An introduction to the science of the earth. Materials composing the earth and the work of agencies both external and internal modifying its surface. Laboratory and field trips to areas of geologic interest. Open to all students.

### 102. Historical Geology.

A comprehensive review of what is known and inferred about the history of the earth from its beginning to the present. Laboratory and field trips to areas of geologic interest. Prerequisite: Geology 101.

### 104. Environmental Geology I: Earth Materials and Processes.

Investigation of earth materials and processes as natural systems and the ways that modifications of them produce hazards and pollution. The subject is approached through lectures, readings, discussions, laboratory, and field experiences.

### 105. Environmental Geology II: Resource Management.

Study of the interaction of man and his environment to discover how he can best conduct his affairs to produce minimal change and harm to his environment. The subject is approached through lectures, readings, discussions, laboratory, and field experiences.

### 106. Environmental Geology III: Geohydrology.

Physical and chemical properties of water; water in the atmosphere, lithosphere and biosphere; interaction of man and the hydrosphere, use and conservation of water. Material is presented by members of the Biology, Chemistry and Physics Departments as well as the Geology staff. The subject matter is approached through lectures, readings, discussions, laboratory and field exercises.

### 212. Mineralogy.

Crystallography, crystal chemistry, and descriptive mineralogy; mineral occurrences, associations and uses. Prerequisite: Chemistry 111 or concurrent registration.

### 222. General Paleontology I.

Fundamental treatment of the basic concepts of paleontology. Systematic consideration of morphology, taxonomy, and stratigraphic occurrences of invertebrate fossils, Protozoa through Brachipoda. Prerequisite: Geology 102 or consent of instructor.

### 223. General Paleontology II.

Continuation of Geology 222: Mollusca through Echinodermata. Prerequisite: Geology 222.





### **233. Geological Techniques.**

Study of instruments and their use for measuring earth phenomena. Frequent field trips, some on weekends, spring vacation and/or on holidays to areas of geologic interest.

### **302. Stratigraphy.**

Principles of stratigraphy; genetic relations and correlation of rock and time rock units. Prerequisite: Geology 102 and/or consent of the instructor.  
(alternate years)

### **304. Optical Mineralogy.**

A study of the behavior of light as it interacts with the atomic structure of crystals; isotropic, uniaxial and biaxial minerals are studied using the polarizing microscope. Prerequisite: Geology 212.

### **311. Structural Geology.**

Character, classification, and origin of rock structure. Prerequisites: Geology 102, first-year physics.  
(alternate years)

### **322. Geomorphology.**

Consideration of the fundamental concepts of the origin and development of land forms. One of the major tasks in the course will be to utilize quantitative methods of landform analysis. Prerequisite: Geology 102.  
(alternate years)

### **323. Sedimentary Petrology.**

The study of castic and carbonate rocks in thin section and hand specimen. Prerequisite: Geology 304.

### **324. Igneous and Metamorphic Petrology.**

The study of igneous and metamorphic rocks in thin section and hand specimen. Prerequisite: Geology 304.

### **333. Paleocology.**

Interpretation of life habit of fossil organisms from skeletal morphology and associated depositional features; consideration of interrelationships of organisms with their physical and biologic environment; emphasis will be placed upon reconstruction of the original biotic communities from fossil evidence. Prerequisites: Geology 222, 223, 323, and 302 or consent of instructor.

### **406. Independent Study.**

Individual research and readings. May include senior thesis. Required of all candidates for graduation with departmental honors. May be repeated for credit. Prerequisite: consent of instructor.

### **407. Seminar.**

Topical seminar with selected readings, written preparations and/or oral presentations. May be repeated for credit. Prerequisite: consent of the instructor.

The following courses are available to Monmouth students at Knox College:

Physiography of Eastern United States (Geology 201).

Physiography of Western United States (Geology 202).

X-Ray Diffraction and Fluorescence (Geology 306).

Geology Seminar (Geology 321).

## GOVERNMENT

ROY M. McCLINTOCK, *Associate Professor, Chairman*

CECIL C. BRETT, *Professor*

CHI Y. LIN, *Assistant Professor*

### DEPARTMENTAL MAJOR

A minimum of eight courses, including Government 103 and 104, 341 or 342 or 343, 351 or 352, and 404.

#### 103. Introduction to American National Government.

A study of the federal government and its constitutional development.

#### 104. State and Local Government and Politics.

A study of the political institutions of the 50 states and their subdivisions (counties, townships, cities, etc.); also, the Constitution of Illinois, to meet one of the Illinois requirements for teachers. This course is a sequence to Government 103, although both can be taken independently.

#### 250. Special Topics.

Subjects selected according to the interests of the students and the capabilities of the instructors.

#### 300. Government in Action.

A study of the theory, structure and operation of the federal government through lecture, reading and directed observation in Washington, D.C. as part of Washington House Program.

#### 302. Business and Government.

See Economics 302.

#### 303. Government and Labor.

See Economics 303.

#### 310. Public Finance.

See Economics 310.

#### 311. Party and Pressure Politics.

A study of the problems and conduct of elections and primaries in the United States. Special studies are made of current political campaigns. Prerequisites: Government 103 and 104, junior standing or consent of the instructor.  
(alternate years)

#### 341. Foreign Governments, I.

A study of the new theoretical trend in comparative politics, and government and politics in England. Prerequisites: Government 103 or 104. Junior standing or consent of the instructor.

#### 342. Foreign Governments, II.

A study of government and political activity in France, West Germany, and the USSR. Prerequisites: Government 103 or 104. Junior standing or consent of the instructor.

**343. Foreign Governments, III.**

A study of government and political activity in China, Japan, and India and Asia in general.

**351. Political Theory to the 18th Century.**

A historical survey and philosophical analysis of political theory from ancient Greece to the 16th century. Required reading from Plato, Aristotle, Machiavelli, and others. Prerequisites: History 102, or Government 103 or 104.

**352. Modern Political Theory.**

A continuation of Government 351, from the 17th century to the present. Required reading from Hobbes, Locke, Rousseau, Burke, Mill, and Communist and Socialist theorists. Prerequisites: History 102, or Government 103 or 104.

**360. Public Administration.**

A study of the nature, scope, and development of the American administrative system, the theory of organization, staff and auxiliary agencies, chief executive, administrative departments, independent regulatory agencies, government corporations, administrative relationships, and science in administration. Prerequisite: Government 103 or 104. (alternate years)

**361. Legislatures and Legislation.**

A study of the legislative process, methods of getting information, public opinion, and special interest. Prerequisite: Government 103 or 104. Junior standing.

**364. Pressure Groups and Lobbying.**

An examination of pressure groups and their attempts to influence the passage of legislation on national and state levels. (Offered in alternate years). Prerequisite: 103, 104, or consent of instructor.

**380. World Politics.**

A study of states in relation to each other; as friends, rivals, contestants; the influence of nationalism, economic rivalry, power politics; causes of conflict, means of resolving conflict and avoiding war. Prerequisite: Government 103 or 104 or History 103.

**381. International Politics of the Far East.**

Background of Far Eastern international relations. World War II and its aftermath. Nationalism. The bi-polar conflict in Asia. The politics of neutralism or non-alignment. U.S. policy in Asia.

**385. American Foreign Policy.**

An analysis of the policy making process, the instruments of policy, and the world environment confronting American Foreign Policy makers in the periods since World War II. Prerequisite: Government 103, 104; and 380 or 381.

**395. American Constitutional Law I.**

A study of the federal system and the federal government as developed through judicial interpretation of the Constitution. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

**396. American Constitutional Law II.**

Civil Rights, a study of judicial interpretation of the Federal Bill of Rights, and the 14th Amendment. Prerequisite: Government 103, 104 or consent of the instructor. Junior standing.

### 398. Jurisprudence.

A study of the sources and nature of law. The nature of judicial process and the practice of law. Local lawyers will be used as guest lecturers. Designed for pre-law students. (Offered in alternate years). Prerequisite: 103, 104, or consent of instructor.

### 401. Independent Study.

Selected reading, written reports, conferences. Prerequisite: junior or senior standing. By arrangement with the instructor.

### 404. Senior Seminar.

Required of all majors in government. A schedule of reading, reports, and discussions designed to give a broad knowledge of the literature in the discipline of political science.

The following courses are available to Monmouth students at Knox College:

Foreign Policy of the Soviet Union (Political Science 216).

Jurisprudence (Political Science 302).

International Law and Organization (Political Science 312).

Problems in Administration (Political Science 322).

Opinion and Public Policy (Political Science 332).

Theory of Political Development (Political Science 345).

## HISTORY

WILLIAM L. URBAN, *Assistant Professor, Chairman*

CECIL C. BRETT, *Professor*

F. GARVIN DAVENPORT, *Professor*

DOUGLAS R. SPITZ, *Associate Professor*

MARY B. CROW, *Assistant Professor*

GEORGE D. TSELOS, *Assistant Professor*

### DEPARTMENT MAJOR

(a) A minimum of 10 courses, including 100, 110, 300 and 408. One course in either Afro-American or Asian history is recommended.

(b) Additional requirements as determined by the department.

### 100. Introduction to the Study of History.

The nature of history; its uses and limitations. The philosophy and methodology of history.

### 102. Western Civilization.

A survey of social and political developments in European civilization from the Renaissance to the end of the Napoleonic Era.

### 103. Western Civilization.

A continuation of 102 but may be taken separately. The main political, social and economic forces in Europe since 1815.

### 110. Great Issues in United States History.

A study of selected problems and crises in the history of the United States beginning with the American Revolution. Required of history majors. Should be taken in either the freshman or sophomore year.

**201. Oriental Civilization I.**

Asian history and culture before 1600.

**202. Oriental Civilization II.**

A continuation of 201 but may be taken separately.

**203. Oriental Civilization III.**

The culture and social institutions of modern Asia. Selected topics government, philosophy and the arts. The impact of Western civilization. May be taken separately.

**211. History of Greece.**

Classical Greece. Concentration on Ancient historians and their works. Open to all students.

**212. History of Rome.**

An interpretation and evaluation of Roman civilization with special emphasis on the late Roman Republic. Open to all students.

**222. Medieval History.**

Topics in medieval life, politics and culture. Open to all students.

**223. The Renaissance.**

Social and political life with considerable attention to the cultural contributions of the period. Open to all students.

**234. 19th Century Europe.**

The industrial revolution, the growth of democracy, nationalism, and imperialism from 1815 to 1890. Open to all students.

**235. 20th Century Europe.**

Main issues in European history from 1890 to the present with emphasis on Germany as the focal point of European politics. Open to all students.

**241. History of Great Britain I.**

English political and social development from the earliest times to the mid-17th century. Open to all students.

**242. History of Great Britain II.**

A continuation of 241 but may be taken separately. The modern parliament, political and social reform. Britain in the 20th century. Open to all students.

**282. Afro-American History I.**

History of American black people with the emphasis on the period before 1865. Open to all students.

**283. Afro-American History II.**

A continuation of 282 but may be taken separately. Covers events from the Reconstruction era to the contemporary civil rights movement and black militancy. Open to all students.

**301. Modern China.**

From 1800 to the present. Emphasis on the impact of the West on China.

### **302. Modern Japan.**

Social, economic, and political development of modern Japan. Emphasis on the Japanese response to problems posed by contacts with the Western world.

### **303. Modern India.**

A study of political, social, and economic factors, with special attention to the impact of British colonialism and the independence movement on traditional institutions.

### **313. History of American Education.**

The evolution of the public school and higher education. Emphasis on problems of the 20th century. This course cannot be used for either distribution or major requirements. Open only to juniors and seniors in the teacher training program.

### **351. Social and Intellectual History of the United States.**

Emphasis is placed on the social and cultural forces of the 19th century which laid the foundation for 20th century social patterns. Not open to freshmen.

### **353. 20th Century America.**

A study of the political and social movements in the United States from about 1890 to the present. Not open to freshmen.

## **PRO-SEMINARS**

### **349-350. Studies in European History.**

Tudor-Stuart England, The Reformation, or French Revolution will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes. Open to majors and qualified non-majors.

### **359-360. Studies in American History.**

Colonial Civilization, the American South, or the Civil War will be offered on a rotating schedule. Topics will be announced in advance of registration. The course may be repeated for credit as the topic changes. Open to majors and qualified non-majors.

## **SEMINARS AND INDEPENDENT STUDY**

### **300. Junior Seminar.**

A research seminar required of all majors in the junior year.

### **402. Independent Study in Afro-American History.**

For qualified majors and non-majors. Prerequisite: History 282 or 283, sophomore standing or above, consent of the instructor.

### **408. Independent Study.**

Required of all majors. Topics are selected from one of the following fields: the United States, Western Europe, Russia and Eastern Europe, or Asia. Prerequisite: History 300 and the consent of the instructor. May be repeated for credit.

There are several history courses available to Monmouth students at Knox College.



# MATHEMATICS

R. D. BOSWELL, JR., *Professor, Chairman*

PAUL CRAMER, *Associate Professor*

JOHN D. ARRISON, *Assistant Professor*

DAVID L. EHLERT, *Assistant Professor*

## DEPARTMENTAL MAJOR

- (a) A minimum of ten term courses including Mathematics 151, 152, 251, 252, 301, 311, and 254 or 339, and including one of the following sequences: Mathematics 301 and 302, 311 and 312, 339 and 340. A reading knowledge of French, German, or Russian is strongly recommended.
- (b) Students who complete the teacher certification requirements may obtain a major in mathematics by taking a minimum of ten term courses including Mathematics 151, 152, 251, 252, 311, and a course in geometry. A reading knowledge of French, German, or Russian is recommended.
- (c) Candidates for Honors in Mathematics will be expected to complete appropriate independent study and pass a comprehensive examination.

Note: No course numbered below 151 will be counted toward satisfying the minimum requirements for a major in mathematics.

### 103. Introduction to Computer Programing.

One-third term course credit.

### 104. A Numerical Approach to Elementary Mathematics.

Concepts in algebra, graphing of functions, and linear algebra approached from a numerical and problem-solving point of view.

### 106. Elementary Statistics.

Methods for handling data, nature of probability distributions, and an introduction to statistical inference with applications. Includes mean and variance, correlation and regression, and some of the basic distributions of statistics.

### 110. Mathematics for Elementary Teachers I.

A study of the number systems of arithmetic—the natural numbers, the rational numbers, and the integers—and their properties. Enrollment limited to students preparing to teach elementary school mathematics.

### 111. Mathematics for Elementary Teachers II.

Informal geometry and topics in mathematical reasoning. Enrollment limited to students preparing to teach elementary school mathematics. Mathematics 110 and 111 may be taken in either order.

### 141. Elementary Functions.

A study of polynomial, circular, exponential, and logarithmic functions. This is a pre-calculus course. Prerequisite: Two and one-half years of college preparatory mathematics.

### 151. Calculus I.

A study of the calculus of functions of a single variable. Prerequisite: Placement or Mathematics 141.



**152. Calculus II.**

Continuation of Mathematics 151. Prerequisite: Mathematics 151.

**251. Linear Algebra and Multivariate Calculus I.**

Vector analysis, vector spaces, linear transformations and matrices, determinants and systems of equations, calculus of several variables. Prerequisite: Mathematics 152.

**252. Linear Algebra and Multivariate Calculus II.**

Continuation of Mathematics 251. Prerequisite: Mathematics 251.

**254. Differential Equations.**

An introduction to ordinary differential equations and their applications. Prerequisite: Mathematics 252.

**301. Advanced Calculus.**

A theoretical development of the calculus of one and several variables including topological concepts, limit theorems, differentiation, integration, series, pointwise convergence and uniform convergence. Prerequisite: Mathematics 252.

**302. Advanced Calculus.**

Continuation of Mathematics 301. Prerequisite: Mathematics 301.

**311. Introduction to Modern Algebra.**

Rings, integral domains, fields, groups, determinants, and matrices. Prerequisite: Mathematics 152.

**312. Introduction to Modern Algebra.**

A continuation of Mathematics 311. Prerequisite: Mathematics 311.

**315. Theory of Numbers.**

The properties of the whole numbers, divisibility, diophantine equations, prime numbers, congruences, residues. Prerequisite: Mathematics 152.

**317. Projective Geometry.**

An axiomatic approach to projective geometry. Prerequisite: Mathematics 152.

**323. Numerical Analysis.**

An introduction to numerical methods in mathematics. Topics from the theory of computation with applications to linear algebra and differential equations. Computer methods, systems of linear equations, eigenvalues, numerical solutions of differential equations. Prerequisites: Mathematics 252 and Mathematics 103 (one may take Mathematics 323 and Mathematics 103 concurrently.)

**339. Probability and Statistics.**

An introduction to probability theory and its applications. Discrete and continuous random variables, density functions, distribution functions, expectation and variance. Prerequisite: Mathematics 252.

**340. Probability and Statistics.**

An introduction to the theory and applications of statistics. Limit theorems, estimation, confidence intervals, and statistical inference. Prerequisite: Mathematics 339.

**341. Functions of a Complex Variable.**

Algebra of complex numbers, limits, differentiation, analytic functions, integration, series, residues, conformal mappings. Prerequisite: Mathematics 252.

### 350. Topics in Mathematics.

The topics to be studied will be announced before registration when this course is offered. The course may be repeated provided the student does not already have credit for the topics being studied. Prerequisite: Consent of the instructor.

### 411. Introduction to Topology.

Metric spaces, general topological spaces, compactness, separation and connectedness. Prerequisite: Mathematics 252 and consent of the instructor.

### 412. Introduction to Topology.

Continuation of Mathematics 411. Prerequisite: Mathematics 411.

### 421. Independent Study and Seminar.

Selected topics in advanced mathematics. Prerequisite: Mathematics 311.

### 422. Independent Study and Seminar.

A continuation of Mathematics 421.

The following courses are available to Monmouth students at Knox College:

Introduction to Real Analysis (Mathematics 334).

Foundations of Mathematics (Mathematics 327).

## MODERN FOREIGN LANGUAGES

HARRY W. OSBORNE, *Professor of French, Chairman*

EDENIA GUILLERMO, *Associate Professor of Spanish*

ROBERT A. GORDON, *Assistant Professor of Spanish*

HELEN V. FRITSCHI, *Instructor of German*

KAREN M. WOODWARD, *Instructor of French*

C. MARGARET HASTINGS, *Instructor of French (Part-time)*

### DEPARTMENTAL MAJOR

- (a) A minimum of eight term courses beyond 101-102 covering the significant periods of the literature. Proficiency in the spoken and written language, evidence of ability to develop a linguistic or literary subject involving research, organization, and critical judgment through at least one independent study course.
- (b) Senior seminar.
- (c) Foreign language selected as a teaching minor by majors in other departments: four term courses beyond the elementary level and satisfactory proficiency in the spoken and written languages.

Students are encouraged, under the guidance of the department, to participate in an accredited foreign study program. Candidates for foreign study must be approved by the department and programs must be planned well in advance.

On the basis of placement examinations, recommendations for courses are made to students who wish to continue a language studied in high school. A proficiency examination provides a means of meeting the foreign language requirement for graduation.

## **FRENCH**

### **101. Elementary.**

Introduction to spoken and written French. Attention to pronunciation with practice in using the language. Laboratory facilities provide authentic speech patterns. This course builds a foundation for reading the language.

### **102. Elementary.**

A continuation of 101.

### **201. Intermediate.**

Selected readings of modern literature, with conversational approach. Continued emphasis on oral and written expression aided by laboratory practice.

### **203. Introduction to French Literature.**

Follows 201. This course is a continuation of a study of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In the study of masterpieces of literature, the concern will be with both form and content, with language and meaning.

### **250. Special Topics.**

### **299. Written and Oral Practice.**

A study of French language structure beyond the intermediate level. Grammar, written and oral composition and insistence on accuracy of expression. Prerequisite: French 201.

### **310. Advanced Composition and Conversation.**

An advanced course in the study of French grammar, composition, style, and phonetics. Prerequisite: French 299 or permission of the chairman.

### **320. Individual or Group Study.**

Specialized study, under guidance of the instructor, of certain aspects or periods of French literature i.e., Medieval literature, the "Encyclopedist," French lyrics, memoirs and letters.

### **330. The Literature and Culture of France During the Medieval Period and the Renaissance.**

A study of selected masterpieces of French Literature during the Middle Ages and the Renaissance and of the cultural framework in which these works were produced.

### **331. The Literature and Culture of France During the 17th Century--The Classical Period.**

A study of selected masterpieces of French Literature in the 17th century and of the cultural framework in which these works were produced.

### **332. The Literature and Culture of France During the 18th Century--The Age of Enlightenment.**

A study of selected masterpieces of French Literature in the 18th century and of the cultural framework in which these works were produced.

### **333. The Literature and Culture of France During the 19th Century--The Age of Romanticism.**

A study of selected masterpieces of French Literature in the 19th century and of the cultural framework in which these works were produced.

### **334. The Literature and Culture of France During the 20th Century—The Modern Period.**

A study of selected masterpieces of French Literature in the 20th century and of the cultural framework in which these works were produced.

### **401. Independent Study.**

Individual research problems under the guidance of the instructor.

## **GERMAN**

### **101. Elementary.**

An introduction to the German language, with emphasis on pronunciation and comprehension. Laboratory practice supplements classroom instruction. A foundation for reading and writing the language.

### **102. Elementary.**

A continuation of 101.

### **201. Intermediate.**

Extensive reading of modern literature. Continued attention to written expression through diary, letter, and essay writing; further practice in conversation through class and laboratory work. Acquaintance with essential aspects of German culture, through such media as monthly German newsreels.

### **203. Introduction to German Literature.**

Follows 201. This course is a continuation of a study of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In our study of masterpieces of literature, we will be concerned with both form and content, with language and meaning.

### **299. Composition and Conversation.**

Concentrated training in fluent written and oral expression. Introduction to diary and letter writing. Prerequisite: German 201.

### **301. German Literature from Naturalism to the Present.**

A study of major figures and movements in German literature of the 20th century. (Friedrich Nietzsche to Kafka; Stefan George to Gottfried Benn; Gerhart Hauptmann to Bertholt Brecht). Attention will be also directed to the relation between literature and the socio-political history of the period. Prerequisite: German 203 or 299.

### **302. German Literature of the 19th Century.**

Poetry and the "Novelle" during the period 1830-1880. Critical reading of selected works by Droste-Hulshoff, Gotthelf, Heine, Kleist, C.F. Meyer, Morike, Storm and others. Prerequisite: German 203 or 299.

### **303. German Romanticism.**

A study of selections from the major writers of the Romantic Movement in Germany. Critical definitions of Romanticism and romantic theories of literature in connection with careful analysis of representative texts. (Tieck, die bruder Schlegel, Novalis, Brentano, Arnim, Eichendorff, E.T.A. Hoffman and Heine.) Prerequisite: German 203 or 299.

### **307. Goethe, Schiller and the Development of German Classicism.**

An introduction to the life and works of Goethe and Schiller with special reference to the emergence of Weimar Classicism. Prerequisite: German 203 or 299.

### **310. Advanced Composition and Conversation.**

Introduction to the writing of expository prose in German with special attention to individual writing problems. Analysis and discussion of topics. Emphasis on free composition. Prerequisite: German 299 or permission of the chairman.

### **320. Individual or Group Study.**

Specialized study, under guidance of the instructor, of certain aspects of German literature and scientific and philosophical writings. Prerequisite: a German 300 course or consent of the instructor.

### **400. Senior Seminar.**

Topics in German literature, changing with instructor and class. May emphasize a period, a genre, an author, or a recurrent theme. Will attempt to focus the student's experiences in the field. Prerequisite: two German literature courses, and junior or senior status. Required of all majors.

### **401. Independent Study..**

Individual research problems under guidance of the instructor. Preparation for studies in Germany.

## **JAPANESE\***

### **101. Elementary.**

An introduction to standard Japanese, with emphasis on structural characteristics of the language. Laboratory exercises provide drills in pronunciation and practice in listening, comprehending and speaking.

### **102. Elementary.**

A continuation of 101, with introductory work in written Japanese.

### **103. Elementary Conversation and Composition.**

Review of the essentials of Japanese grammar covered in Japanese 101 and 102 with extensive drills and practice in speaking, comprehending, reading, and writing. The aim of the course is a synthetic understanding of the structure of the language rather than an analytical one.

### **201. Intermediate.**

Continued emphasis on the oral and written language. Readings from Japanese authors with audio-visual aids.

### **202. Intermediate.**

A continuation of 201.

### **315. Japanese Literature in Translation.**

See English 215. A study of selections from Japanese literature with special reference to Western impact on its development.

*\*Not offered 1971-72.*

## **SPANISH**

### **101. Elementary.**

An introduction to Spanish as a spoken and written language. Regular practice in the classroom and laboratory in hearing and imitating current, realistic speech. Four-fold aim of speaking, comprehending, reading and writing the language.

**102. Elementary.**

A continuation of 101.

**201. Intermediate.**

Continued emphasis on the spoken and written languages, aimed toward adequate oral and written expression. Readings from modern literature, with analysis and interpretation. Acquaintance with cultural aspects of Spain and Spanish America.

**203. Introduction to Spanish Literature.**

Follows 201. This course is a continuation of a study of the language not, however, through the use of a conventional grammar and reader but by means of an examination of great works of literature in that language. In our study of masterpieces of literature, we will be concerned with both form and content, with language and meaning.

**250. Special Topics.**

**299. Written and Oral Practice.**

Spanish language structure beyond the intermediate level; conversation based on readings; written composition aimed towards accuracy of expression, use of tapes and discs. Prerequisite: Spanish 201.

**303. Generations of 1898 and 1914.**

Ganivet, Costa, Unamuno, Azorin, Maeztu, Menendez-Pidal, los Machado; Ortega, D'Ors, Perez de Ayala, Miro, Gomez de la Serna, Benavente. Prerequisite: Spanish 203 or 299. (alternate years)

**304. Contemporary Spanish Literature.**

Generation of 1927 (Lorca, Diego, Alberti, Guillen, Aleixandre, Salinas, Cernuda, Damaso, Alonso, Hernandez); and brief appraisal of Post-Civil War Literature (Cela, Matute, Goytisolo, Gironella, Celaya, Otero). Prerequisite: Spanish 203 or 299. (alternate years)

**307. Spanish-American Novel of the 20th Century.**

Analytical readings of selections from the works of Azuela, Guiraldes, Gallegos, Rivera, Barrios, Mallea, Borges, Prado, Rulfo, Rojas, Sabato. Prerequisite: Spanish 203 or 299. (alternate years)

**308. Contemporary Spanish-American Poetry.**

From Dario to the present. Prerequisite: Spanish 203 or 299. (alternate years)

**309. Spanish American Theater and Essay of the 20th Century.**

A study of the selected works by Rodo Vasconcelos, Reyes, Pecon Salas, Mallea, Borges, Arciniegas, Manach and other outstanding essayists; a study of selected plays by Florencio Sanchet, Usigil, Osorio, Gorostiza, and other contemporary Spanish-American playwrights. Prerequisite: Spanish 203 or 299. (alternate years)

**310. Advanced Composition and Conversation.**

Concentrated training in the use of the Spanish language, both in its written and oral expression. Prerequisite: Spanish 299 or permission of the chairman.

### **320. Individual or Group Study.**

Specialized study under guidance, of certain aspects of Spanish literature, i.e., Romancero, picaresque novel, Golden Age drama; or of Spanish-American literature, i.e., literature of the colonial period, modern essay, novels of the Mexican Revolution, Masterpieces of Spanish-American literature.

Note: Students who have taken 301 and 302 will not be eligible for 350, 351. A student who has had only 301 or 302 may take either or both of the new courses.

### **350. Spanish Prose.**

The development of Spanish prose from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 203 or 299.

### **351. Spanish Theater and Poetry.**

The development of Spanish drama and poetry from the Middle Ages through the 19th century, as seen in selected masterworks. Prerequisite: Spanish 203 or 299.

### **400. Senior Seminar.**

Topics in Hispanic literature, changing with instructor and class. May emphasize a period, a genre, an author, or a recurrent theme. Will attempt to focus the student's experiences in the field. Prerequisite: two Spanish literature courses, and junior or senior status. Required of all majors.

### **401. Independent Study.**

Individual research problems under guidance of the instructor.

## **MODERN FOREIGN LANGUAGE**

### **340. Introduction to Linguistics and Phonetics.**

A course designed for students interested in the structure and phonetics of modern languages.

Note: Courses in Russian are available to Monmouth students at Knox College.

## **MUSIC**

HEIMO A. LOYA, *Professor, Chairman*

RICHARD L. GRIFFITHS, *Assistant Professor*

THOMAS J. RYAN, *Instructor*

MICHAEL E. SPROSTON, *Instructor*

GRACE GAWTHROP PETERSON, *Lecturer (part-time)*

## **DEPARTMENTAL MAJOR**

A minimum of the following courses: Music 102, 103 201, 202, 321, 322, 401, 402, and two courses in one area of Applied Music (private lessons).

Note: A general major should carry, in addition to the above, Music 203, 204, and 205.

A performance major should carry, in addition to the above, Music 204, 205, and two additional courses in applied music.

A student preparing for certification in music education with vocal emphasis should carry Music 204, 205, 312, and 313 and an additional course in applied piano. If the student can demonstrate competence on keyboard, the additional applied course may be completed in some other applied area or areas.

A student preparing for certification in music education with instrumental emphasis should carry Music 204, 205, 314, and the equivalent of one additional course in secondary instruments.

**101. Introduction to Music.**

This course is designed to develop an understanding of music through a study of musical materials, principles of organization, and historical styles. Open to all students.

**102. Theory of Music I.**

An approach to the elements of music-melody, harmony, rhythm, and form, as employed during the functional harmonic period, (18th and 19th centuries), through the development of skills in hearing, singing, keyboard, writing, and analysis. Open to prospective majors and students with considerable music training.

**103. Theory of Music II.**

A continuation of Music 102.

**201. Theory of Music III.**

Advanced Harmony. A continuation of Music 103.

**202. Theory of Music IV.**

Form and Analysis. A study of the principal forms and procedures of Western music from the late 17th century to the present.

**203. Counterpoint.**

The principles of modern counterpoint. Analysis and composition of two- and three-part inventions. Introduction to canon and fugue.

**204. Orchestration and Conducting I.**

The study of orchestral instruments, their use in small and large ensembles, principles of conducting, interpretative study of both choral and instrumental scores with practical experience in arranging music for, and conducting campus musical groups.

**205. Orchestration and Conducting II.**

Continuation of Music 204.

**312. Teaching Music in the Elementary Schools.**

Music fundamentals, teaching skills, and actual teaching methods at different age levels. A comprehensive coverage of music requirements for prospective elementary teachers with special emphasis on singing and functional piano technique.

**313. Music Education I.**

Teaching and administration of vocal music in secondary schools. The general music program, the changing voice, instructional problems, and materials for vocal ensembles and operetta production.

**314. Music Education II.**

Teaching and administration of instrumental music in public schools. Techniques of group instruction, materials, and equipment. Principles and methods of conducting school orchestras and bands, including an intensive survey of the literature.



### **321. History and Literature of Music I.**

Music from the earliest times to 1750, especially concentrating on the Renaissance and Baroque periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of contrapuntal forms, e.g., the canon and fugue. Introduction to bibliographic materials and procedures for research in musical areas.

### **322. History and Literature of Music II.**

Music from 1750 to 1900, the Classic and Romantic periods. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of the homophonic forms of music. Continued study of bibliographic materials and procedures.

### **323. History and Literature of Music III.**

Music from 1900 to the present. Emphasis on works, styles, and formal and theoretical considerations, including a study and analysis of serialism and other Twentieth-Century techniques. Continued study of bibliographic materials and techniques.

### **324. Sacred Music.**

Music specifically related to the Protestant church. Major sacred works from all periods are heard and discussed. A portion of the term's work is devoted to a critical appraisal of the standard church repertory of anthems, larger choral works, organ literature, and hymns. Provision is made in this part of the course for the student to pursue detailed studies pertinent to his major interest.

## **SEMINARS AND INDIVIDUAL STUDY**

### **401. Senior Seminar.**

Individual reading, listening, and reports.

### **402. Independent Study.**

Research in an area of specialization.

## **PRIVATE PERFORMANCE STUDY**

Instruction in solo performance is offered on a uniform basis of one 30-minute individual lesson and one class meeting weekly, with a minimum of one hour's practice daily, for one-sixth course credit each term. Music majors may elect to combine two one-sixth units (on a basis of two half-hour lessons and a class period per week) with a minimum of two hours' practice daily for one-third course credit each term. Private lessons on a non-credit basis are available only with the consent of the instructor.

Odd numbers indicate a one-sixth credit per term; even numbers, one-third credit.

### **Music 141, or 142.**

Organ.

### **Music 145 or 146.**

Piano.

### **Music 151 or 152.**

Voice.

### **Music 155 or 156.**

Strings.

### **Music 161 or 162.**

Wind Instruments

## COLLEGIUM MUSICUM

The chamber orchestra, choir, chamber choir, and wind ensemble constitute the Collegium Musicum. These groups all perform individually as the following listing indicates. However, quite often several performers may be chosen from each group to share in a choral-instrumental concert.

### 261. Chamber Music.

A laboratory course in the theory and practice of orchestral and vocal chamber music (one-sixth credit each term).

### 264. College Choir.

Registration by permission of the instructor (one-sixth credit each term).

### 267. Wind Ensemble.

Registration by permission of the instructor (one-sixth credit each term).

## PHILOSOPHY

J. PRESCOTT JOHNSON, *Professor, Chairman*

SAMUEL M. THOMPSON, *Professor*

### DEPARTMENTAL MAJOR

A minimum of eight term courses in philosophy, including two terms of individual study. It is recommended that the student distribute his work so as to have at least two courses in the history of philosophy and two courses in systematic philosophy.

### DEPARTMENTAL HONORS

Graduation with departmental honors ordinarily requires a college cumulative grade point average of at least 3.0 and a departmental cumulative grade point average of at least 3.5. The student should apply for departmental honors during the first term of his junior year. In his senior year he must submit to the philosophy faculty a senior thesis. To be awarded departmental honors the thesis must carry the grade "pass with honors." Application forms, along with instructions governing submission of the thesis, are available from the department.

#### 101. Introduction to Philosophy.

An introduction to the general field and methods of philosophy, and the basic problems in the philosophy of science and the philosophy of man and human culture.

#### 102. Introduction to Logic.

A study of logical relations with special emphasis upon the development of skill in the logical control and evaluation of thinking.

#### 210. Advanced Logic.

Techniques of symbolic logic and problems of logical theory.

#### 211. Philosophy of Education.

Theories and basic concepts of education in relation to general philosophical issues. Open to sophomores, juniors, seniors. (This course may not be used to satisfy distribution requirements for graduation.)



### **213. Philosophy of Religion.**

A study of philosophical problems raised by basic religious beliefs and concepts. Open without prerequisite to all students except freshmen. This course is also listed under Religious Studies.

### **301. Greek and Medieval Philosophy.**

A study of the development of Greek and Medieval philosophy, with emphasis on Plato, Aristotle, Augustine, and Thomas Aquinas. Special attention to historical roots of contemporary problems. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

### **302. Modern Philosophy.**

A continuation of 301, but may be taken by students who have not had 301. A study of the major philosophers from the Renaissance to the present century. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

### **303. Ethics.**

An analysis of basic moral concepts and a study of their application in personal choice and decision, and of the principal historical and contemporary ethical theories. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

### **304. Political Philosophy.**

Theories concerning the nature of the state, the nature of law, the authority of the state, and political obligation. A comparison of competing political philosophies. Prerequisite: Philosophy 101, or junior or senior standing.

### **305. Contemporary Philosophy.**

Twentieth-century philosophy, its roots in 19th-century thought, and present issues in Anglo-American and European philosophy. Prerequisite: Philosophy 301 and 302, or consent of the instructor. (alternate years)

### **306. Oriental Philosophy.**

A study of the chief schools of thought of China and India, and their influence throughout the Orient. Prerequisite: 301 and 302 or consent of the instructor. (alternate years)

### **315. Aesthetics.**

A study of values in literature, music, painting and other arts, with special attention to the relation of aesthetic experience and judgment to scientific and religious thought. Prerequisite: Philosophy 101, or junior or senior standing. (alternate years)

### **316. Philosophy of Science.**

The nature of scientific knowledge, the development of modern scientific concepts, and the relation of science to other methods of inquiry and areas of knowledge. Prerequisite: Philosophy 101, or junior or senior standing.

## **SEMINARS AND INDIVIDUAL STUDY**

Each philosophy major is expected to take at least two individual study courses during each of the junior and senior years. Other juniors and seniors who have satisfied the prerequisites may be admitted to these courses by permission of the instructor.

#### **401. Philosophy Seminar.**

A study of philosophical methods as exemplified in the work of selected philosophers. Prerequisite: four courses in philosophy.

#### **402. Philosophy Seminar.**

A continuation of Philosophy 401.

#### **405. Philosophy of History.**

A study of theories concerning the nature of historical knowledge and an examination of their assumptions. Seminars or independent study. Prerequisite: Philosophy 301, 302.

#### **411. Junior Independent Study.**

Individual reading, reports and papers in areas of special interest to the student. Prerequisite: four courses in philosophy.

#### **412. Junior Independent Study.**

A continuation of Philosophy 411.

#### **421. Senior Independent Study.**

A continuation of Philosophy 411 and 412, culminating normally in the preparation of a senior thesis. Prerequisite: Philosophy 412.

#### **422. Senior Independent Study.**

A continuation of Philosophy 421. Prerequisite: Philosophy 421.

The following courses are available to Monmouth students at Knox College:

Social Philosophy (Philosophy 230).

19th Century Philosophy (Philosophy 380).

## **PHYSICAL EDUCATION**

JACK M. STEGER, *Assistant Professor, Chairman and Director of Athletics*

ROBERT G. WOLL, *Associate Professor*

WILLIAM L. REICHOW, *Assistant Professor*

JAMES L. WASEM, *Assistant Professor*

MARY H. FLEMING, *Instructor (part-time)*

### **DEPARTMENTAL MAJOR**

A minimum of eight courses approved by the Department, including: 210, 421, 422. In addition women must take 209, and men must take two of the following: 317, 318, or 319.

#### **Teaching Major.**

Students wishing to complete a program of study leading to certification to teach physical education and coach, should consult the education section of this catalog and the chairman of the Education Department. In addition to departmental major requirements, women complete the following requirements 211, 212, 213, 314, 315, 320, 420; and men majors the following courses: 211 or 320, 212, 213, 314, 315, 420. For 1971-72 Biology 217 will fulfill the requirement of Physical Education 314.



### **Intercollegiate Athletics.**

The program of intercollegiate athletics consists of baseball, basketball, cross country, football, golf, swimming, tennis, track, and wrestling. For further information consult the athletic department.

### **Basic Skills. (Required Physical Education).**

Each student is required to demonstrate competence in three basic skills activities courses unless excused by a director of the college health service for medical reasons. This requirement which must be completed in the first year of residence can be met either by (a) passing the appropriate basic skills course or courses or (b) by a series of competency tests which consist of a written test and a performance test. Date, time, and location of the tests will be announced by the department. Students wishing to take competency exams at other than the regular times will be charged for a special examination.

#### **209. Team Sports.**

(Women only) An analysis of the skills necessary to perform selected team sports for women; also, the student must demonstrate proficiency in each of the team sports selected.

(alternate years)

#### **210. Individual Sports.**

(Coeducational) Analysis of the skills necessary to perform selected individual sports; also, the student must demonstrate proficiency in each of the individual sports listed.

#### **211. Elementary School Physical Education.**

(Coeducational) Methods of teaching physical education in the elementary grades with specific emphasis on program content.

#### **212. Rhythmical Activities.**

(Coeducational) Fundamentals of rhythms, social, folk and square dance. Emphasis will be placed on the analysis of skills and techniques of these rhythmical activities with special consideration given to the methods of teaching.

#### **213. Health Education.**

(Coeducational) A study of health and health education, including both public and school health. Emphasis is placed on program content and materials available in health, for grades one through twelve.

#### **314. Anatomy.**

(Coeducational) A study of the structure and function of the human body. Specific consideration is given to application of principles of anatomy and physiology to physical education activities.

#### **315. Kinesiology.**

(Coeducational) A mechanical and anatomical analysis of human motion. Prerequisite: Physical Education 314.

#### **317. Coaching of Football.**

(Men only) A study of the methods and techniques of coaching football.

#### **318. Coaching of Basketball.**

(Men only) A study of the methods and techniques of coaching basketball.

**319. Coaching of Track and Baseball.**

(Men only) A study of the methods and techniques of coaching track and baseball.

**320. Curriculum and Methods of Physical Education.**

(Coeducational) Methods of teaching physical education in the high school; also, the development of a high school physical education program.  
(alternate years)

**420. Independent Study.**

(Coeducational) The independent study in physical education is developed under the guidance of the chairman of the department. Arrangements must be made with the department chairman prior to enrolling in this course.

**421. Organization and Administration.**

(Coeducational) The philosophy and organization of a physical education program.

**422. Leadership Training.**

(Coeducational) Designed to provide an internship-type of practical teaching experience.

## PHYSICS

A. FRANKLIN JOHNSON, *Professor, Chairman*

CHARLES E. SKOV, *Associate Professor (on leave, 1971-72)*

PETER K. KLOEPPPEL, *Assistant Professor*

WILLIAM J. NELLIS, *Assistant Professor*

### DEPARTMENTAL MAJOR

A minimum of eight term courses including at least two courses at the 300 level or above. In addition the student must take the prerequisite mathematics courses. Students planning to pursue graduate study in physics should take a minimum of eight courses beyond the introductory sequence (110-111-112) and including 208, 210, 212, 302, 303 and either 308, 325 or 326. ^

**101. Introduction to Physics.**

(For non-science majors) A descriptive course requiring a minimum of mathematics covering classical and modern physics.

**102. Introduction to Physics.**

(For non-science majors) Continuation of Physics 101. Prerequisite: Physics 101.

**103. Astronomy I.**

Astronomical observation and instrumentation—telescoping, spectroscopy, radio astronomy. The solar system; the sun and other stars. Lecture and laboratory.

**104. Astronomy II.**

Associations of stars: clusters, galaxies. Theories of the universe, its origin, and its ultimate future. Present problems in astronomy. Lecture and laboratory. Prerequisite: Physics 103.

**110. Introductory Physics.**

(For science majors) Fundamentals of mechanics, heat and sound. Co-requisite: Mathematics 151.



### **111. Introductory Physics.**

(For science majors) Fundamentals of electricity and magnetism. Continuation of Physics 110. Prerequisite: Physics 110. Co-requisite: Mathematics 152.

### **112. Introductory Physics.**

(For science majors) Fundamentals of optics, atomic and nuclear physics. Continuation of Physics 111. Prerequisite: Mathematics 152 and Physics 111.

### **208. Intermediate Mechanics.**

Dynamics, motion of a particle in 3 dimensions, systems of particles, rotational dynamics, gravitation, continuous media. Prerequisite: Physics 110, 111, and 112, Mathematics 251.

### **210. Electrical Measurements.**

Theory and use of instruments for the precise measurement of electrical quantities. Error analysis, direct current and alternating current circuit analysis. Prerequisite: Physics 112.

### **211. Electronics.**

A laboratory-oriented course in electronics for science majors. Prerequisite: Physics 102 or 111 or permission of instructor.

### **212. Optics.**

Geometrical and physical optics. Reflection, refraction, optical instruments, interference, diffraction, dispersion, polarization, laws of radiation. Prerequisites: Physics 112, and Mathematics 254 or permission of instructor.

### **302. Quantum Mechanics.**

Introduction to quantum mechanics. Prerequisites: Physics 208, Mathematics 254.

### **303. Electricity and Magnetism.**

An intermediate course in principles of electricity and magnetism. Prerequisites: Physics 112, Mathematics 254.

### **308. Atomic and Molecular Physics.**

Fundamental particles, atomic and molecular structure and spectra, X-ray spectra, electronic structure of atoms. Prerequisite: Physics 302.

### **325. Solid State Physics.**

An introduction to solid state physics, crystal structure, thermal, dielectric, magnetic properties of solids, band theory and semiconductors. Prerequisite: Physics 302.

### **326. Nuclear Physics.**

An introduction to nuclear physics, nuclear atom, experimental techniques, static and dynamic properties of nuclei, nuclear stability and nuclear spectra. Prerequisite: Physics 302.

### **354. Classical Mechanics.**

Theoretical classical mechanics, variational principles, Lagrange's and Hamilton's equations. Prerequisites: Physics 208, Mathematics 254.

### **355. Classical Electromagnetic Theory.**

Advanced electromagnetic theory, Maxwell's equations and their applications. Prerequisites: Physics 303, Mathematics 254.

### 356. Statistical Physics.

Thermodynamics, kinetic theory of gases and introductory statistical mechanics. Prerequisites: Physics 112, Mathematics 254.

### 370. Physics for Secondary School Teachers.

Selected topics in physics under the guidance of an instructor. Offered only in summer or in-service institutes for teachers.

### 401. Seminar.

Special topics in physics. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

### 410. Independent Study.

Individual project in advanced theoretical or experimental physics chosen by the student in consultation with the staff. Prerequisites: Physics 208, 210, 212, 302, 303, and either 308, 325, or 326.

The following courses are available to Monmouth students at Knox College:

Advanced Mechanics (Physics 341).

Electromagnetism (Physics 342).

Quantum Mechanics (Physics 343).

## PSYCHOLOGY

DAVID J. SENN, *Assistant Professor, Chairman*

FRANK S. McKENNA, *Professor*

WILLIAM M. HASTINGS, *Assistant Professor*

CHARLES J. MELISKA, *Assistant Professor*

A. DEAN WRIGHT, *Assistant Professor*

DENNIS K. KAMANO, *Lecturer (part-time)*

### DEPARTMENTAL MAJOR

- (a) A minimum of eight term courses in psychology at the 200-level or higher. This must include 201, 202, at least three 300-level courses, and Psychology 410.
- (b) Grades of C or better in 201 and 202 are required before majors are allowed to enroll in 315, 324, 326, 333, and 410. Mathematics 106 or a passing score on a proficiency examination administered by the department is a prerequisite for 201.
- (c) Students are encouraged to take biology 101-102, and Sociology 101 or 224. Mathematics 103 is also recommended.
- (d) Undergraduate Record Examinations are required of all majors in the third term of their junior year.

### INTRODUCTORY COURSES

#### 111. Psychobiology and Conditioning.

Basic mechanisms of an organism's adaptation to his changing instrumental conditioning and the physiological bases of sensation, motivation, and instinctive behavior.

### **121. Human Intelligence, Thought and Memory.**

The study of human behavior emphasizing theories and research on higher mental processes. The principles of human learning, perception, and memory and their relation to intelligence, problem solving, concept formation, attention, and thinking.

### **131. Personality and Social Behavior.**

Consideration of the basic similarities and differences among persons in their reactions to the physical and social environment. The influence of others upon one's behavior as a participant in social groups.

## **ADVANCED COURSES**

One introductory course from among 111, 121, and 131 is the prerequisite for all advanced courses in the department. Additional prerequisites are indicated, in certain cases, under the course description.

### **201. Research Methods in the Behavioral Sciences I.**

Introduction to basic skills in scientific methodology, the logic of statistical inference, and the presentation and communication of data via the scientific report. Fundamentals of probability theory and application of descriptive and inferential statistics to behavioral research. Laboratory. Prerequisite: Mathematics 106 or a passing score on the department's proficiency examination.

### **202. Research Methods in the Behavioral Sciences II.**

An extension of Psychology 201 with an emphasis on the design and analysis of multi-factor experiments. Laboratory experience in the design, conduct, analysis, and reporting of psychological research. Laboratory. Prerequisite: Psychology 201.

### **203. Persuasive Communication and Propaganda.**

See Speech 203.

### **231. Developmental Psychology.**

Examination of development from conception through adolescence. An analysis of pertinent theories and research related to such processes as learning and perception.

### **250. Special Topics.**

### **315. Animal Learning and Motivation.**

A study of the acquisition, maintenance, modification, and extinction of learned behavior. The role of needs, incentives, and drive satisfaction in conditioning. Laboratory. Prerequisite: Psychology 202.

### **317. Physiological Psychology.**

The role of physiological processes in the explanation of behavioral events. Electrochemical bases of neural conduction; physiology of sensation, sleep and dreaming; neural mechanisms in homeostasis, motivation and emotion. Theories of the biochemical basis of learning and drug action. Laboratory. Prerequisite: Psychology 111 and consent of the instructor.

### **324. Human Learning and Memory.**

Emphasis on contemporary theories and research on verbal learning, short- and long-term memory, concept formation, problem solving, and learning of motor skills. Laboratory. Prerequisite: Psychology 202.

### **326. Perception.**

A study of the data, theory, and techniques of perceptual research including sensory capabilities, psychophysical methods, illusions, constancies, and perceptual learning. Laboratory. Prerequisite: Psychology 202.

### **333. Experimental Social Psychology.**

An analysis of interpersonal behavior and social interaction in small groups. Emphasis is placed on current theories and research in attitude formation and change, and in various aspects of group behavior including interpersonal attraction, conflict resolution, conformity, and group problem-solving. Laboratory. Prerequisite: Psychology 202.

### **335. Psychopathology.**

A study of the origin, symptoms and classifications of behavior disorders, including psychoneuroses, psychoses, psychosomatic disorders, mental deficiency, and character deviations. Comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two courses in psychology or consent of the instructor.

### **340. Personality.**

An examination of the contributions of psychological theories and current research to the study of individual differences. Prerequisite: Two courses in psychology or consent of the instructor.

### **350. Special Topics in Psychology.**

A seminar course on selected topic areas in psychology. The seminar permits an in-depth analysis of an important psychological problem or phenomenon. May be repeated for credit. Admission by consent of instructor.

### **351. Independent Study.**

Directed individual study in an advanced area of psychology. Topic chosen by the student in consultation with a member of the staff. May be repeated for credit. Admission by consent of instructor.

### **405. Theoretical Problems in Psychology.**

A consideration of the historical and philosophical roots of modern psychology. Contemporary theoretical approaches to psychological phenomena. Restricted to senior majors.

### **410. Senior Research.**

The development and completion of a research project, generally in the form of an experiment. Project chosen by the student in consultation with the staff. A formal oral presentation is expected at the conclusion of the project. May be repeated for credit. Prerequisite: Psychology 202 and consent of the staff.

There are several psychology courses available to Monmouth students at Knox College.

## **RELIGIOUS STUDIES**

CHARLES J. SPEEL II, *Professor, Chairman*

J. STAFFORD WEEKS, *Professor*

PAUL H. McCLANAHAN, *Chaplain, Assistant Professor*

### **DEPARTMENTAL MAJOR**

#### **101. Introduction to the Bible.**

An introductory study of the Old and New Testaments and the Apocrypha.

**102. Introduction to Christian Thought.**

The major teachings of the Christian faith with special emphasis on contemporary Christian thought.

**201. Old Testament Studies.**

A study of the Old Testament, including literature and religious thought.

**202. New Testament Studies.**

A study of the New Testament, including literature and religious thought.

**203. Christian Social Ethics.**

A study of contemporary social and ethical problems, with particular attention to Christian responses to these problems. Guest speakers, knowledgeable of social and ethical concerns, assist in making the course relevant.

**205. Catholic Doctrine.**

A study of the teachings and practices of the Roman Catholic Church, currently and historically. The course is taught by a Catholic clergyman and the chairman of the department of Religious Studies.

**213. Philosophy of Religion.**

See Philosophy 213.

**250. Special Topics.**

**301. Archaeology of the Biblical World.**

The bearing of archaeological and historical investigations on the life and literature of the Old and New Testaments, along with a study of the relationship of neighboring cultures.

**307. New Testament Greek.**

See Classical Languages (Greek) 307.

**308. New Testament Greek.**

See Classical Languages (Greek) 308.

**312. Church History from 1450 A.D. to the Present.**

The Christian church from A.D. 1450 to the present, including a study of doctrine, organization, ecclesiastical movements, and church leaders.

**321. The Religions of India and the Middle East.**

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Hinduism, Jainism, Zoroastrianism, Sikhism, and Islam.

**322. The Religions of S.E. Asia, China, and Japan.**

A study of non-Christian religions, both past and present, with particular emphasis upon the origins, history, and thought of Buddhism, Taoism, Confucianism, and Shinto.

**SEMINARS AND INDIVIDUAL STUDY**

**333. Christian Education.**

A study of the major writings in the field, coupled with a supervised field work program in the Christian education department of one of the local churches. Departmental consent required.

#### 401. Seminar.

Open to sophomores, juniors, and seniors, subject to the consent of the department. Topics, which vary as the course is offered, include: Ecumenics and the Encounter with non-Christians; Islamics; the Role of Religion in the Middle East and Africa; Buddhism; Church and State and Moral, Scientific, and Social Issues in Current Environmental Problems.

#### 412. Reading Course.

On problems of interest to the student. Open only to students who include Religious Studies in their field of concentration.

#### 423. Thesis Course.

On a subject of the student's own choosing. Open only to students who include Religious Studies in their field of concentration.

The following courses are available to Monmouth College students at Knox College:  
Judaism, Catholicism and Protestantism (Religion 301).  
Contemporary Theological Thinking (Religion 303).

## SOCIOLOGY

DEAN G. EPLEY, *Professor, Chairman*  
WON M. HURH, *Associate Professor*  
WILLIAM M. HASTINGS, *Assistant Professor*  
RICHARD S. HERMAN, *Instructor*  
KARL HELMS, *Lecturer (part-time)*

### DEPARTMENTAL MAJOR

- (a) Three-term sequence in Principles of Sociology I: Concepts (221); II: Theories (222); III: Methodology (223).
- (b) One course in Social Organization from 321, 322, and 323.
- (c) One course in Social Processes from 324, 325, and 326.
- (d) Two senior Seminars from 411, 412, 413, 414, 415, and 416.
- (e) One project in Independent Study: 420.
- (f) A maximum of four courses in other departments of the College as shall be considered appropriate for the individual student's respective educational and vocational goals.

### DIVISIONAL MAJOR

For students wishing to complete a social sciences divisional major combining sociology with another discipline, the following courses fulfill the sociology component:

- (a) Three-term sequence in Principles of Sociology I: Concepts (221); II: Theories (222); and III: Methodology (223).
- (b) One 300 level course from 321 through 326.
- (c) One 400 level course from 411 through 416.
- (d) One other sociology course above the 400 level.

#### 101. Introduction to Society.

Introductory survey of the sociological aspects of selected major contemporary social problems. Open to all students.

For students wishing to complete a social sciences divisional major combining sociology with another discipline, the following courses fulfill the sociology component:

- (a) Three-term sequence in Principles of Sociology I: Concepts (221); II: Theories (222); and III: Methodology (223).
- (b) One 300 level course from 321 through 326.
- (c) One 400 level course from 411 through 416.
- (d) One other sociology course above the 400 level.

### **103. Societies Around the World.**

Social anthropological study of selected types of societies, pre-industrialized to industrialized, in the major habitats of the world. Open to all students.

### **221. Principles of Sociology I: Concepts.**

Intensive study of the major sociological concepts used as tools for analysis of the structure and dynamics of human society. First course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. Open only to declared majors in sociology.

### **222. Principles of Sociology II: Theories.**

Survey of major sociological frames of references for viewing social structure, social processes, and social change. Second course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. Open only to declared majors in sociology. Pre-requisite: Sociology 221 or proficiency demonstrated by examination.

### **223. Principles of Sociology III: Methodology.**

Systematic, non-statistical study of the principles guiding sociological investigation; identification and formulation of research problems and issues, the explication of assumptions, the development of hypotheses, and assessment of the aptness of various research tools and techniques. Third course in the sequence in Principles of Sociology required of all departmental majors. Must be taken in sequence. Open only to declared majors in sociology. Pre-requisite: Sociology 221 and 222 or proficiency demonstrated in one or both by examination.

### **224. Cultural Anthropology.**

Anthropological perspective on man's origin and culture with emphasis on the uniformity and variation found in the social systems of institutions, technology, beliefs, attitudes, and values across time and space. Open to all students.

### **250. Special Studies in Sociology.**

An opportunity for non-majors in particular to examine selected problems and issues from a sociological perspective.

### **321. Dimensions of Social Organization I: Typological.**

Intensive study of selected types of social organization developed as theoretical models of society. Emphasis on classical as well as modern formulations. Open to non-majors by consent of the instructor.

### **322. Dimensions of Social Organization II: Demographic and Ecological.**

Intensive study of selected aspects of the interrelationship between the number and distribution of populations and their physical environments. Content variable with each offering but selected from Social Stratification, Demography, Population Problems, and Urban Sociology. Open to non-majors by consent of the instructor.

### **323. Dimensions of Social Organization III: Institutional.**

Intensive study of the normative patterns of behavior, value systems, and processes of interaction occurring within particular social institutions. Content variable with each offering but selected from the Family, Social Welfare, Political Sociology, Organizational Behavior, Sociology of Education, Sociology of Religion, and Sociology of Work. Open to non-majors by consent of the instructor.

### **324. Social Processes I: Microprocesses.**

Social psychological study of social processes in the primary group setting. Emphasis on socialization of the self, small group dynamics, definitions of the situation, and the development of ethnocentrism. Open to non-majors by consent of the instructor.

### **325. Social ProcessesII: Macroprocesses.**

Intensive study of sociological contributions to understanding universal large-scale processes of social change and social mobility. Emphasis on the secularization, industrialization, urbanization, and bureaucratization of society and implications for the individuals, societies, and cultures involved. Open to non-majors by consent of the instructor.

### **326. Social Processes III: Control and Deviance.**

Intensive study of conjunctive and disjunctive social processes and their consequences. Content variable with each offering but selected from Collective Behavior, Crime and Delinquency, Social Conflict, Social Control, the Sociology of Aging, and the Sociology of Mental Health. Open to non-majors by consent of the instructor.

### **411. Seminar in Theory.**

Advanced study of the development of sociological theory. Content variable with each offering but selected from History of Social Thought, contemporary Sociological Theory, and Constructing Models of Social Theory. Open only to senior majors in sociology or by consent of the instructor.

### **412. Seminar in Methodology.**

Advanced study of selected problems of technology and methodology in sociological research. Open only to senior majors in sociology or by consent of the instructor.

### **413. Seminar in Problems and Issues.**

Advanced study in depth of a single social problem or issue such as drug addiction, genocide, liberation movements, race relations, sex discrimination, social revolution, or suicide. Open only to senior majors in sociology or by consent of the instructor.

### **414. Seminar in Anthropology.**

Advanced study of a selected topic in anthropology. Content variable with each offering but selected from Culture and Personality, Field Study in Anthropology, Techniques of Anthropological Research, and Theory in Anthropology. Open only to senior majors in sociology or by consent of the instructor. Pre-requisite: Sociology 224.

### **415. Seminar in Comparative Social Systems.**

Advanced study in depth of selected social systems emphasizing the comparative, cross-cultural, multi-disciplinary approach. Open only to senior majors in sociology or by consent of the instructor.

### **416. Seminar in Urban Sociology.**

An intensive off-campus, living-in experience within the urban community of Chicago. Offered as a part of the Urban Studies Program of the Associated Colleges of the Midwest. Open to majors and non-majors.



#### 420. Independent Study.

Demonstration of the ability to use a sociological frame of reference consisting of appropriate theory, concepts, and techniques to investigate a sociological problem, issue or theme of interest to the student. Open only to senior majors in sociology or by consent of the department chairman. Pre-requisite: Sociology 411 and 412. Not offered during third term.

## SPECIAL COLLEGE SEMINARS AND INTERDISCIPLINARY STUDIES

A. FRANKLIN JOHNSON, *Professor of Physics, Director  
Freshman Honors Program*

JOHN FOXEN, *Professor of Speech*

J. STAFFORD WEEKS, *Professor of Religious Studies*

PETER KLOEPPPEL, *Assistant Professor of Physics*

DAVID SENN, *Assistant Professor of Psychology*

### FRESHMAN HONORS PROGRAM

Open to 40 freshmen selected by the honors faculty on the basis of honors-at-entrance qualifications or petition.

#### 201. Man and His Environment.

An examination of the environment concept, with special emphasis on the theory of environmentalism and on specific kinds of interaction between man and his physical and social environment. There will be guest lecturers and small discussion groups. Meets distribution requirement for one non-lab natural science course.

#### 202. Man and His Mind.

A course in the analysis of the concept of the human mind and its various aspects from formation and development to its functions in a modern society, designed to avoid a strict psychological approach to the subject and to emphasize student involvement through discussion and written exercise. Meets distribution requirement equivalent for one course in social science.

### INTERDISCIPLINARY COURSES

#### 302. American Studies.

An interdisciplinary examination of American Culture between 1920 and 1960. Both literature and the arts will be studied with emphasis on the broad cultural movements which stimulated and united these forms of artistic expression. In addition to reading representative prose, poetry and essays, the class will view the works of American artists contained in the collections of the National Gallery, the Smithsonian Institute, and other pertinent galleries. This course is taught in the Washington House Program.

# SPEECH—COMMUNICATION ARTS

JOHN R. FOXEN, *Professor, Chairman*

JEAN E. LIEDMAN, *Professor*

JAMES L. DeYOUNG, *Assistant Professor*

JOHN E. NICHOLS, *Instructor (Part-time)*

## DEPARTMENTAL MAJOR

- (a) A minimum of eight courses and a maximum of twelve. At least one course from each of the three departmental areas (Interpersonal and Mass Communication; Theatre and Cinema Arts; and Language Learning and Rehabilitation) must be included in the total. Participation in the Center for the Study of Communication Arts is expected of majors.
- (b) No more than the equivalent of three full term courses of Communication Arts Workshop (fractional courses) may be applied toward a departmental major.

The department sponsors a Center for the Study of Communication Arts which functions to organize, support, and develop communication experiences in three broad areas: intercollegiate, on-campus, and the Monmouth community. Students are encouraged to participate in the activities of the Center.

### 100. Theater Workshop.

Open to all students. Credit is given for satisfactory participation in the production of plays including both acting and the technical areas of scene construction, lighting, costuming, and makeup. May be elected for a maximum of 12 terms. One-sixth credit per term.

### 101. Interpersonal Communication.

The study of human speech, its functions and forms, and the elements comprising the process of communication. Opportunities to engage in speaking situations are provided in order to facilitate the learning of communication concepts and to improve speaking competence.

### 110. Introduction to Theatre and Cinema.

Open to all students. Through readings of plays, filmscripts and selected writings on production and criticism, this course is designed to give a student a critical platform upon which to base his own evaluations of dramatic and cinematic art. Planned viewing of both plays and films is an integral part of the course.

### 120. Cross Cultural Communication.

An analysis of the process and problems of verbal and nonverbal communication between persons and groups from different cultures. Language is studied as an instrument in shaping man's personality and his culture.

### 200. Debate Seminar.

Theory and practice in the methods and techniques of intercollegiate debating. Enrollment by consent of the instructor. One-third term credit.

### 203. Persuasive Communication and Propaganda.

Designed to help students understand that persuasion is a process in which people interact verbally and nonverbally in order to effect changes in each other's beliefs, attitudes, and behavior. Propaganda is studied as a specialized form of persuasion. Opportunity to prepare and present persuasive efforts will be given in order to facilitate better learning of concepts basic to persuasion.



**205. Mass Media and Modern Society.**

An inquiry into mass media—the forces which created them and the effects they are having on man and society. Special attention will be given to the several theories of mass communication and to the nature of individual media, particularly cinema, radio and television. Whenever possible, first-hand experience with the media will be encouraged.

**210. Oral Interpretation of Literature.**

The art and techniques of reading aloud are studied as acts of creative communication. Solo and group performance of all types of literature stresses analysis, mental and emotional assimilation of ideas, and the techniques for projection of same to an audience.

**212. Principles of Acting.**

This course introduces the student to the art and history of acting. Practical application of theory and training in technique is obtained through exercise and performance in selected scenes. Prerequisite: Consent of the instructor.

**215. Stagecraft and Scene Design.**

A study of the technical and theoretical elements of dramatic production, combined with practical exercises in drafting, design, lighting, costuming, and make-up. Prerequisite: Speech 103 or consent of the instructor.

**220. Voice and Phonetics.**

Data from the science of acoustics and anatomy will be used to expand the student's knowledge of how an effective voice is produced. Phonetic symbols are studied as to types and placement for improving clarity in ordinary communication, for learning dialects to be used in acting, for teaching sounds to speech handicapped children and for sensitizing students to different social dialects.

**250. Special Topics.**

**303. Discussion and Group Dynamics.**

A study of the dynamics of small group deliberations with emphasis on communication behavior, participation, and leadership. Topics are examined using formal and informal methods of discussion and parliamentary procedure.

**311. History of the Theater.**

A survey of the theater of the Western world from pre-Greek to the 19th century. Emphasis on the evolution of play writing, acting, and directing, production elements, audiences, and theater architecture. Although material insures integration with courses in dramatic literature offered by other departments, the approach is primarily theatrical.

**312. Oriental Theater.**

A study of the methods of presentation, actors and acting, reading of texts in translation, production of plays, with emphasis on the cultural influence of the theater in Asian societies.

**315. Oration Seminar.**

Theory and practice in the methods of extemporaneous speaking and oratory designed for intercollegiate competition. Enrollment by consent of the instructor. One-third term credit.

**316. Principles of Stage Directing.**

A course designed to introduce the beginning student to the practical and theoretical aspects of directing. Readings in directing theory are combined with exercises in play selection, analysis, pictorial composition, stage movement and general production planning. Each student casts and directs a short scene or a one-act play. Prerequisite: Speech 215 or consent of the instructor.

(alternate years)

**322. Language Rehabilitation.**

Clinical techniques, management, and treatment of speech disorders. Laboratory work required.

**401. Independent Study.**

An individual program of reading and research under the guidance of the instructor.

**403. Seminar in Speech.**

A course for speech majors designed to co-ordinate studies in public address, theater arts, and speech science.

**410. Independent Study.**

A continuation of 401.

**445. Advanced Play Production.**

Complete production of a play for laboratory or public performance along with suitable written analysis. May be elected a maximum of three terms. Prerequisite: Speech 316. One-third term credit.

# ACADEMIC REGULATIONS

## Attendance

Responsibility for class attendance is placed upon the individual student, except as limited by these regulations:

1. Courses of study are planned and organized upon the assumption that the student will be in regular attendance. The student is responsible for all work covered in the course, including lectures, class discussions, assignments of any kind and all examinations. However, students need not make application to have absences excused and need not make any explanation of class absences.
2. A student whose record in a course is suffering because of frequent absences may be required by his instructor or the Dean of the College to give up the privileges of these regulations and, during the remainder of the term, explain all absences. This action may be taken at any time during a term.

## Registration

During the ninth week of each term, currently enrolled students will register for the following term. New students will register during the orientation period preceding the fall term. Courses are selected in consultation with the student's faculty adviser.

All changes in registration require written permission of the course instructor and the student's adviser. A fee of \$5 is charged for each course change made after the first week of classes. No student may add a course after the first week of classes. No student may drop a course after the fifth week of classes except for illness or other circumstances beyond the student's control.

Normally, students will register for three full courses each term. A full term course typically meets four times weekly for 50-minute periods, exclusive of laboratory sessions.

A student is permitted to register for a total of four term courses if he has achieved at least a 3.00 grade-point average in each of the two preceding terms or if he has a cumulative average of at least a 3.00. The only exceptions to the above are that a senior in good academic standing will be permitted to register for four courses if:

- (a) he is within four courses of graduation; or
- (b) he is within six courses of graduation at the beginning of the third term and plans to complete his graduation requirements during Summer School.

## The Grading System

All academic work at Monmouth College is graded as follows:

Grade	Points	F – Failure
A	4	WF – Withdrawn Failing
B	3	W – Withdrawn Passing
C+	2.5	I – Incomplete
C	2	IP – In Progress
D	1	S – Satisfactory
F,WF,I	0	U – Unsatisfactory

The grade-point average is determined by dividing the total grade-points earned during the term by the number of courses taken. The cumulative average is the total of all grade-points earned, divided by the total number of term courses taken. Courses transferred from other institutions are not included in calculating the grade-point average.

If a course is repeated, only the final grade earned will be included in calculating the cumulative grade-point average.

The *I (Incomplete)* grade signifies that work in the course is incomplete due to illness or circumstances beyond the control of the student or that the instructor feels further evaluation is needed to determine the grade. Unless the *I* is removed by the seventh week of the next term, the grade automatically becomes an *F (Failure)*.

In seminars and other independent study courses where the work of the course cannot be completed in one term, the grade *IP (In Progress)* is given. This grade is not used in calculating the grade-point average. The appropriate letter grade will be given on completion of the work, but it becomes an *F* if not completed by the end of the following term, unless the chairman of the department has authorized an extension.

The *W* grade is given when the student withdraws from a course: (1) during the first five weeks, or (2) after the fifth week if the student is passing at the time. In order to withdraw from a course after the first week, a student must have the approval of the instructor and his adviser. A student cannot withdraw from a course after the fifth week of classes except for illness or circumstances beyond his control.

The *WF* grade is given when a student withdraws from a course after the fifth week and is failing at the time of withdrawal.

If, after the fifth week of a term, a student is dismissed or suspended or if he withdraws from Monmouth College, he may be assigned grades of *W* or *WF* with the approval of the instructor, his adviser, and the Dean of the College. Otherwise the *F* grade will be given. In cases where the work has been completed prior to the suspension, dismissal, or withdrawal, the student shall receive the grade earned in the course.

Transcripts issued after a disciplinary suspension period has been completed will make no reference to the penalty. Such suspension will be for at least the remainder of the academic term in which the action was taken, and no refunds will be made.

## S/U Grading System

Students are permitted to register for a limited number of courses to be graded on a *S/U (Satisfactory/Unsatisfactory)* basis. The *S* grade shall be given for performance of *C* or better; otherwise the grade of *U* shall be given. Such grades shall not be included in the calculation of term or cumulative grade point averages. Only those courses in which the grade of *S* is earned will count as credit earned. The following restrictions apply:

1. The *S/U* option is available only to sophomores, juniors and seniors who are in good academic standing and have cumulative grade point averages of at least 2.0.
2. A student may, with his adviser's approval, register on a *S/U* basis for one course per term up to a total of six courses, no more than two of which are in the same department.

3. If a student plans to take a course on a *S/U* basis, he will indicate this during registration. However, he will be permitted to change his registration from a regular grade basis to a *S/U* basis during the first week of the term and from a *S/U* basis to a regular basis during the first five weeks of the term.
4. The instructor shall not be notified which students are taking a course on an *S/U* basis. Each faculty member shall report regular letter grades and registrar shall, where appropriate, convert the grades to *S* or *U*.

### **Academic Status**

A student will be considered to be making unsatisfactory academic progress if: his cumulative grade-point average falls below 1.6 if he has completed not more than 6 courses; 1.8 if he has completed more than 6 but not more than 19 courses; 2.0 if he has completed more than 19 courses. The cumulative grade-point average is based on all credit courses taken at Monmouth College.

Any student making unsatisfactory progress at the end of any term will be counselled by his advisor or referred by his advisor to another person for academic counselling.

After three consecutive terms of unsatisfactory academic performance, a student's performance will be subject to review by the Petitions and Academic Status Committee to determine his eligibility to continue his studies at Monmouth College.

### **Classification**

Students are classified on the basis of the progress they make toward course credits for graduation. A student who has satisfactorily completed nine term courses of college credit is classified as a sophomore; 18 term courses, a junior; 27 term courses, a senior.

### **Degrees**

Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year in advance of their expected graduation. The course work may be completed at the close of any term, but the formal Commencement will be held in June. The senior year must be spent in residence at Monmouth College.

### **Honors at Graduation**

Honors at graduation consist of College Honors or Departmental Honors or both.

**COLLEGE HONORS.** To be eligible to graduate *cum laude* a student shall have a cumulative grade-point average of 3.5 or higher. To be eligible to graduate *magna cum laude*, a student shall have a cumulative grade-point average of 3.75 or higher. To be eligible to graduate *summa cum laude*, a student shall have a cumulative grade-point average of 3.9 or higher.

**DEPARTMENTAL HONORS.** Outstanding performance in the fields of concentration will be recognized as a degree "with Honors," in the appropriate subject. Individual departments will award this honor on the basis of a student's performance in the departmental comprehensive examination or other specially designed honor project.



## **Credit by Examination**

A student in good academic standing may earn credit in a course by satisfactory performance on an examination which is administered by the department concerned and is sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C level shall be the minimum acceptable; however, individual departments may set higher standards. A student may not earn credit by examination for any course for which he has already earned credit. A maximum of one term course credit per term can be earned through credit by examination. The fee is \$100 for each examination.

Prior to taking such an examination, a student must secure the written approval of his adviser, the chairman of the department, the instructor who will administer the examination, and the Dean of the College. The student shall be advised of the scope of the examination and whether the department requires minimum performance of a higher level than C.

## **Transfer of Credits**

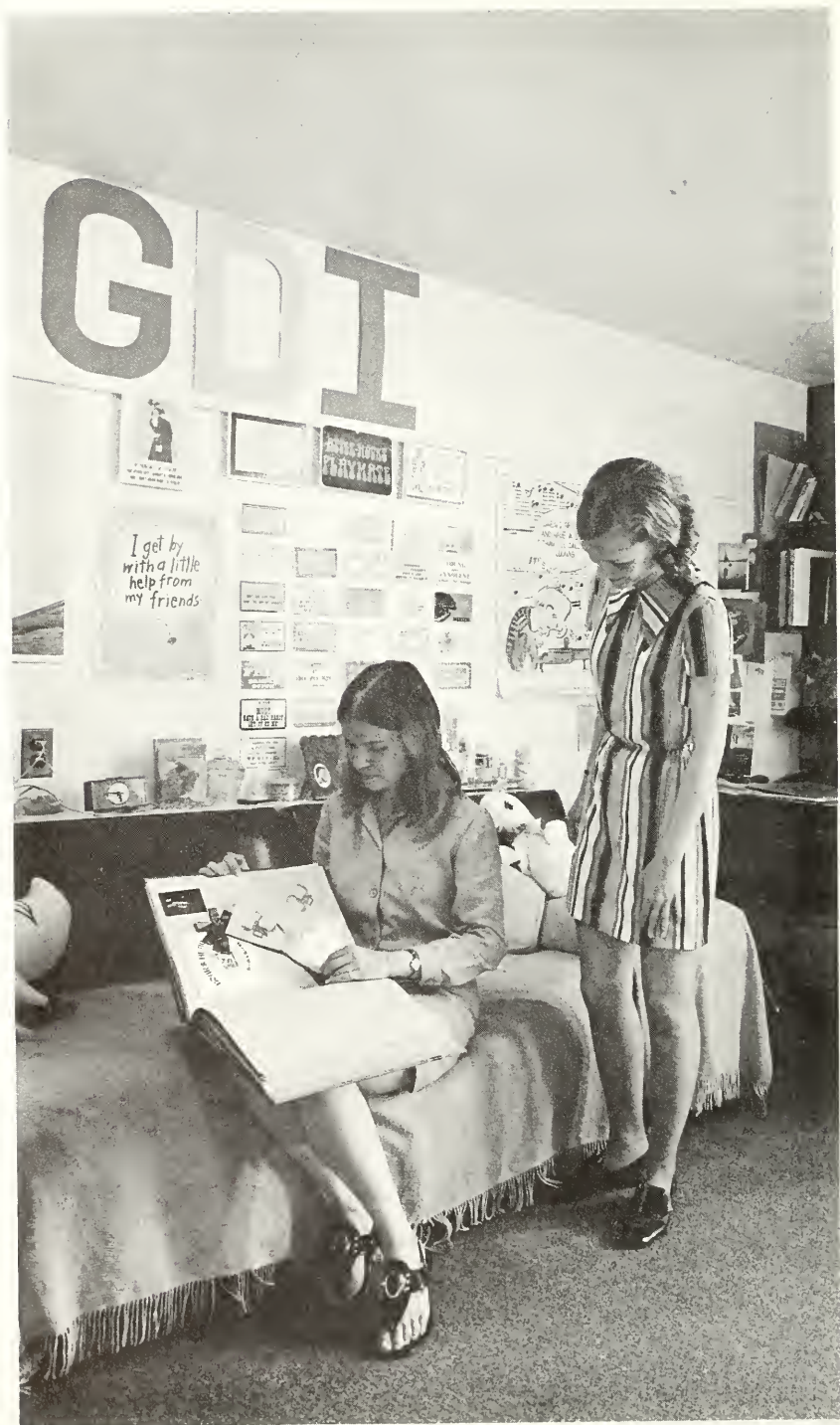
Courses taken at other accredited institutions will be transferred on the basis of .3 term course credits per semester hour credit providing that a grade of C or better was received and that the course is acceptable at Monmouth College. Grades of courses transferred are not included in calculating grade-point averages.

Any junior college graduate who has been admitted to Monmouth College and who has completed a college transfer program will be admitted with junior standing (i.e. 18 term courses of transfer credit). A maximum of 18 term courses of junior college work may be accepted for transfer credit.

Written approval of the Registrar is required in advance for courses to be taken at another institution and accepted as transfer credit at Monmouth College.



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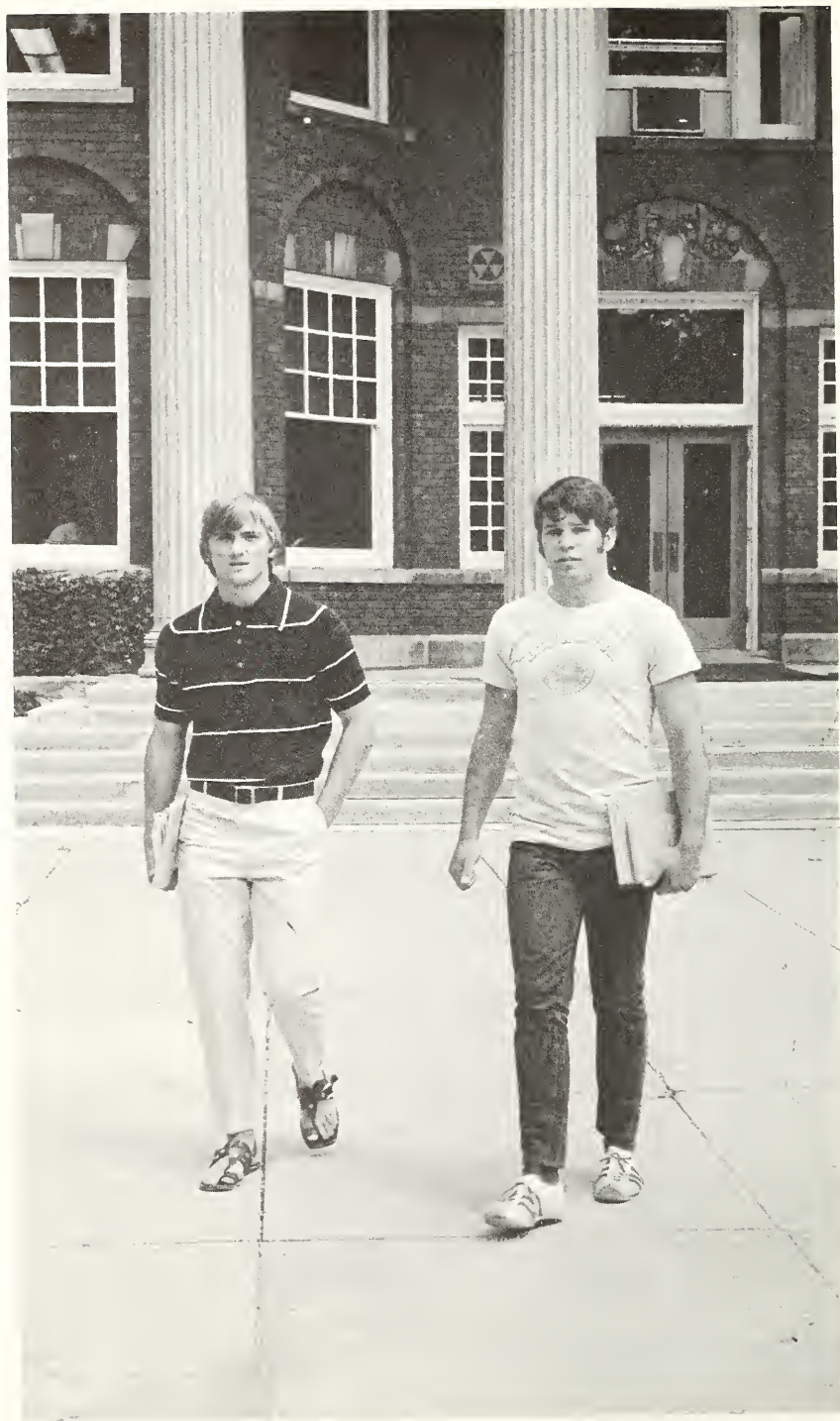




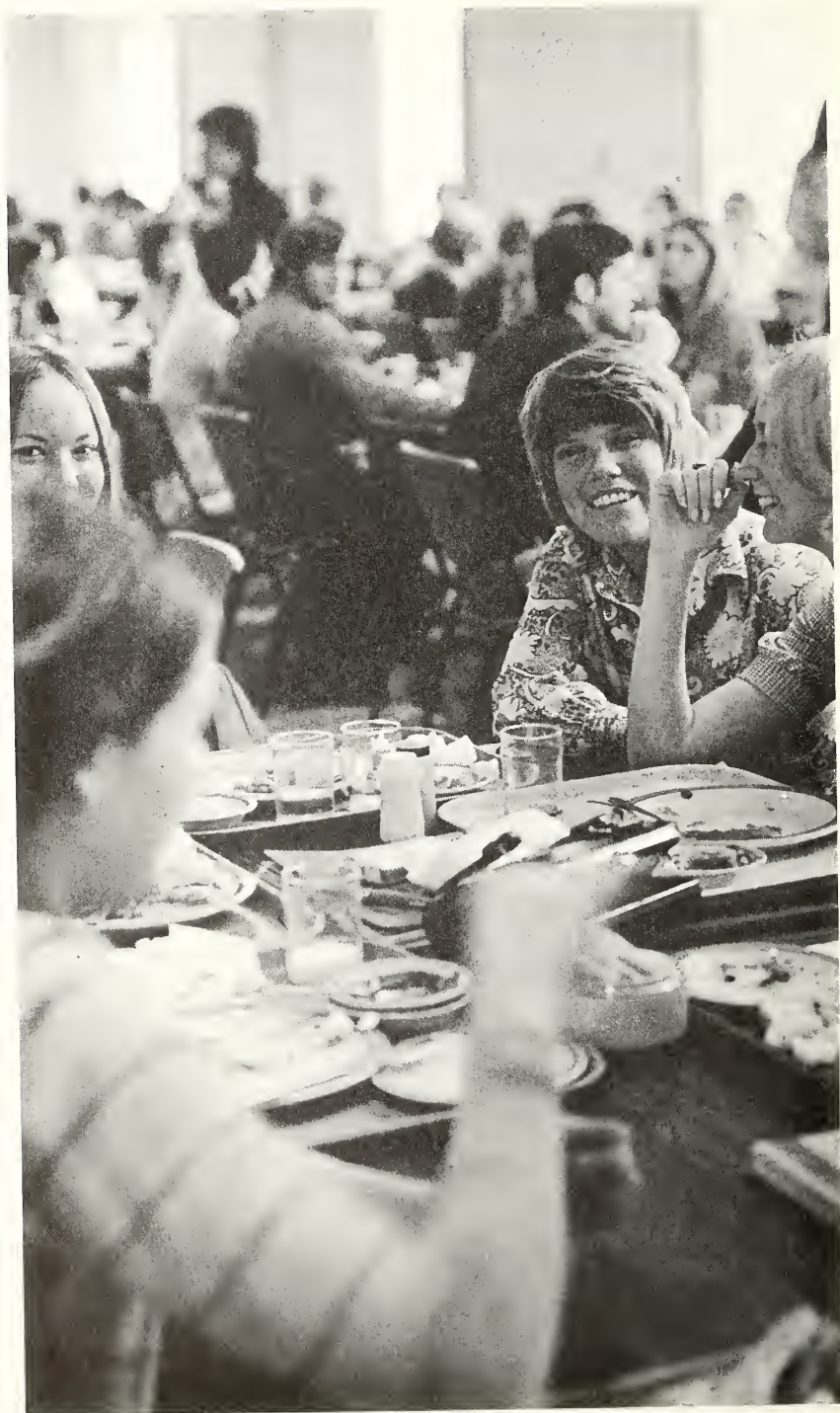












# Admission

## **ADMISSION**

The Monmouth College admissions committee bases its decision on class rank, secondary school attended, recommendations of high school personnel, extracurricular activities, scores on college entrance examinations, course preparation, and intended college major.

Admission to the College is open to men and women of all races and all religious affiliations.

### **The Campus Visit**

Prospective students are encouraged to make appointments and visit Monmouth College. Experience has shown the campus visit is an ideal way to form first-hand impressions of the College. The Admissions Office is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, when prospective students and their parents may visit classes, talk with students and professors and see the campus. The Office is also open from 8:00 a.m. until noon on Saturday and appointments can also be scheduled for Saturday or Sunday afternoon. Appointments for campus visits should be made by writing or calling the Admissions Office one week in advance of the intended visit.

In addition to the admissions staff on campus, Monmouth College has regional admissions counselors in Chicago, St. Louis, and on the East Coast.

### **The Open Door**

Under this program high school Seniors are welcome to visit the campus on any two-day weekend (Thursday and Friday night and leaving Saturday before noon). While here students sample first-hand academic, athletic, cultural, and social life at Monmouth. They sit in on classes, interview faculty, and meet students both in and out of class. The only expense is transportation as board and room are provided. These candidates live in Freshman dorms and dine in the cafeteria and are, in effect, Monmouth students for two days.

Monmouth believes that college is a concept, an intellectual atmosphere, a feeling that can only be experienced by meeting people who are the college: students and faculty. If you would care to visit under the Open Door, please phone or write the Director of Admissions one week in advance.

### **Requirements for Admission**

Candidates for admission to Monmouth College must present a minimum of 15 secondary school units, including English, history, social science, foreign language, mathematics, and science (a unit is a subject carried for one school year). Applicants must also present the results of the College Board Scholastic Aptitude Test (SAT) or American College Testing Service (ACT). Students are urged to take one of these tests during the spring of their junior year, although senior tests are acceptable.

Results of the College Board Achievement Tests in Mathematics Level I or II and a foreign language are required only for counseling and placement purposes. These achievement tests must be taken during the senior year, but do not need to have been completed at the time of application.

### **Application Procedure**

- (1) The freshman or transfer student wishing to be admitted to Monmouth College should request application material from the Director of Admissions or one of the regional admissions representatives.
- (2) The application material must be completed and returned to the College with the fifteen dollar (\$15.00) application fee. (This fee is not refundable and is not applicable to other college expenses.)
- (3) Results of the SAT or ACT tests of a freshman applicant must be received by the College before the application can be acted upon. Testing dates and locations and other information about the tests may be obtained from your high school counselor or by writing the Director of Admissions, Monmouth College.
- (4) Submit one reference from the High School principal or guidance counselor.
- (5) Contact the proper authority to release a record of High School grades.

### **Transfer Applicants**

- (1) Transfer students are admitted at the beginning of each of the three terms or for the summer session.
- (2) In addition to the application material mentioned above, transcripts of all previous college work must be sent to the Admissions Office. SAT or ACT results are not required.
- (3) Students with a 2.0 (C) or better cumulative average are likely candidates for admission. Financial assistance is available based on computations from the College Scholarship Service or the Illinois State Scholarship Commission. Candidates who have successfully completed a college transfer program at a two-year community College are assured the transferability of two full years of credit.

### **Notification of Acceptance**

All applications to Monmouth College are processed as soon as they arrive. Those applicants that complete the application process before the first of any month will be notified of the Committee's action on or before the tenth of the month, beginning January 10th.

### **Candidates' Reply**

All candidates for admission are required to send a \$100 deposit to confirm their acceptance. This deposit is not refundable to students who do not enroll. This deposit will be applied to tuition and charges for the FINAL

TERM that the student attends Monmouth College. A \$25 room deposit is also required. Rooms are reserved in the order in which deposits are received. The \$25 room deposit will be refunded in accordance with the college housing policy.

### **Early Decision**

The MONMOUTH COLLEGE EARLY DECISION PLAN is designed for the student who wishes to make Monmouth his or her choice college and to provide that student an opportunity to complete his college plans by December of his senior year. Offered as an alternate plan to regular admission procedure, the EARLY DECISION PLAN eliminates the need for multiple applications and it is understood that if the candidate is accepted through this plan he will indeed attend Monmouth and will pay a deposit by December 1.

A student qualifying for an early admission decision must rank in the TOP THIRD of his high school class at the end of six semesters (junior year) and must present the results of the SAT or ACT and otherwise follow the general application procedure outlined on the previous page.

Students desiring EARLY DECISION must have all application materials on file with the College by November 1. Junior scores are required. Notification will be made no later than November 15. A deposit is required within two weeks of notification.

### **Advanced Placement for Freshmen**

Monmouth grants advanced placement, college credit and reduction of the distribution requirements to entering students who have demonstrated college-level preparation. Advanced Placement tests of the College Entrance Examination Board, tests given at Monmouth during orientation week, and high school records may be used as a basis for granting advanced placement.

Application for advanced placement should be made to the Dean of the College. Credit may be recorded if it does not void necessary admissions units. The granting of credit is authorized by the Dean of the College upon recommendation of the instructor who gives the course, the head of the department concerned, and the student's faculty adviser.

### **Honors-at-Entrance**

To recognize and reward outstanding achievement by high school seniors applying for admission to Monmouth College, an Honors-at-Entrance program has been established. A student may qualify for Honors-at-Entrance whether or not he has received financial aid.

High school seniors who rank in the upper 10 per cent of their graduating class will receive Honors-at-Entrance, including a certificate of merit issued by the College prior to the beginning of the academic year.

Honors-at-Entrance students are eligible to enroll in the Freshman Honors Program. This program consists of two specially designed interdisciplinary courses offered in the first two terms.





## Single Application Method

As a member of the Associated Colleges of the Midwest, Monmouth offers applicants who desire to apply at two or more ACM schools the opportunity to apply through the Single Application Method. Details on SAM are available from the Admissions Office.

## Tuition and Fees

1971-72

Charges for attending Monmouth College are comparable with the high standards of academic excellence which the College maintains and advances. Tuition and fees of the individual student, however, cover less than the total cost of the Monmouth educational program. The balance is comprised of gifts to the College from its alumni, parents of students, friends, foundations, and corporations as well as income earned from endowments.

Tuition per term . . . . .	\$824.00
Board and Room per term . . . . .	375.00
Student Activity Fee per term . . . . .	15.00

The charge for tuition is \$2,470 for the academic year. This includes instruction and laboratory fees, student health service, admission to all athletic contests, concert-lecture series events, and plays. A student activity fee of \$45.00 for the year is assessed and used by the Student Association for the student newspaper, yearbook and literary magazine as well as special convocations and social events on campus. Charges for laboratory breakage and art supplies are billed at the end of each term. An estimated \$500 will be necessary for books, supplies, clothing, recreation and other miscellaneous and personal items.

## Payments

All fees and charges are due and payable prior to the beginning of the term in which the student is enrolled. No student will be permitted to register until he has paid his account in full or completed loan arrangements. Official enrollment is completed when fees due have been paid.

Students having outside scholarships or loans, not already credited to their account by day of registration, must have written confirmation from the source before they will be permitted to register.

Disabled Veterans will be treated as paid students if the Business Office has received VA Form 21E-1905 (Authorization and Certification of Entrance or Re-entrance Into Training) from the Veteran's Administration.

Students shall pay all accounts due the College in accordance with regulations set forth for such payments by the College.

While Monmouth College makes every effort to keep tuition and other expenses as low as possible, the College reserves the right to adjust tuition and

fee schedules annually as required to maintain high quality educational programs.

Monmouth College participates in two Federal Loan programs which aid in the financing of a student's education. These include the College Student Guaranteed Loan Program and the National Defense Student Loan Program.

Parents who desire to spread payment over several months may use the Monmouth College Pre-Payment Plan or one of several commercial plans available. Detailed information about these plans is available on request from the Business Office.

### Room and Board Charges

The charge for room and board for the 1971-72 academic year is \$1,125. During the academic year, 21 meals are served weekly in the dining hall. The first meal following a vacation period will be the morning of the day classes are resumed. The dining room will be closed during the period between final examinations and registration for a new term.

### Miscellaneous Fees

Application fee . . . . .	\$ 15.00
Graduation fee (including cap and gown rental) . . . . .	18.00
Student Teaching fee (Education 450) . . . . .	10.00
*Course credit by examination . . . . .	100.00
*Late Registration fee . . . . .	10.00
Late Payment fee . . . . .	10.00
*Changes of Registration fee (After first week of classes in each term) . . . . .	5.00
Practice Room fee for piano, voice and instruments per term: One hour daily . . . . .	7.50
Two hours daily . . . . .	10.00
Organ rental fee per term . . . . .	20.00

*\*These fees will not be billed to the parent and must be paid by the student prior to the time the action is taken.*

(Private lessons in music on a credit basis are available at no extra tuition charge to those students registered as full-time students who qualify for credit status through auditions. Private lessons in music on a non-credit basis are available at \$25 per term.)

### Part-time Students

Students enrolled for less than a two-term course load are considered to be part-time students. Written permission to be a part-time student must be obtained from the Dean of the College prior to the beginning of the term. Tuition for part-time students is charged at the rate of \$275 per term course and fractional courses are charged on a pro-rata basis. Students carrying two or more courses must pay full tuition.

## **Special Students**

Students who are not candidates for a degree are classified as special students. Permission to register as a special student must be obtained from the Dean of the College.

## **Auditing Courses**

Full-time students may audit courses without credit and without charge in addition to their regular academic program. The students, however, must have the permission of the instructor and the approval of the Dean of the College. Written permission of the instructor is required before an audited course is listed on the student's permanent record. Part-time students will be charged \$137.50 per course audited.

## **Special Examinations**

Students who have unexcused absences from a regular final examination or an announced hour test may be permitted to take a special make-up examination at the discretion of the instructor. The fee is \$10 for a final examination, \$5 for an announced hour test. A permission form from the Dean of Students must be presented to the Business Office at the time of payment.

## **Transcripts**

A fee of \$1 will be charged for each copy of transcript requested. Transcripts will be issued only upon written request. All transcripts must be paid for before transcripts are issued. Unless all obligations to the College are paid, no transcripts will be issued.

## **Advance Deposit**

When notified of admission, new students are required to pay a \$100 advance deposit. This deposit will be applied to the tuition and charges for the final term the student attends Monmouth College.

In order to be eligible for a refund of the Advance Deposit, the following procedures must be followed:

- (1) If a student does not plan to return for the Fall Term, Term I, he must notify the Business Office in writing by May 1 that he is not returning.
- (2) If a student does not plan to return for Term II or Term III he must notify the Business Office in writing before the first day of classes for that particular term.
- (3) The \$100 Advance Deposit paid by new students is not refundable unless the student enrolls and then follows the above procedures.

These policies apply to all students attending Monmouth College regardless of their class status. The \$100 Advance Deposit will be forfeited unless the above procedures are followed.

## Refunds

If a student withdraws from the College, refunds of tuition only will be made in the following manner:

Two weeks or less . . . . .	80 per cent
During the third week . . . . .	60 per cent
During the fourth week . . . . .	40 per cent
During the fifth week . . . . .	20 per cent
Thereafter . . . . .	no refund

*The first week ends on the first Saturday after the opening of classes.*

No refund of tuition is made to a student dismissed or suspended for disciplinary reasons.

Refunds of board charges will be based on the unused portion of the term, less a penalty of two weeks.

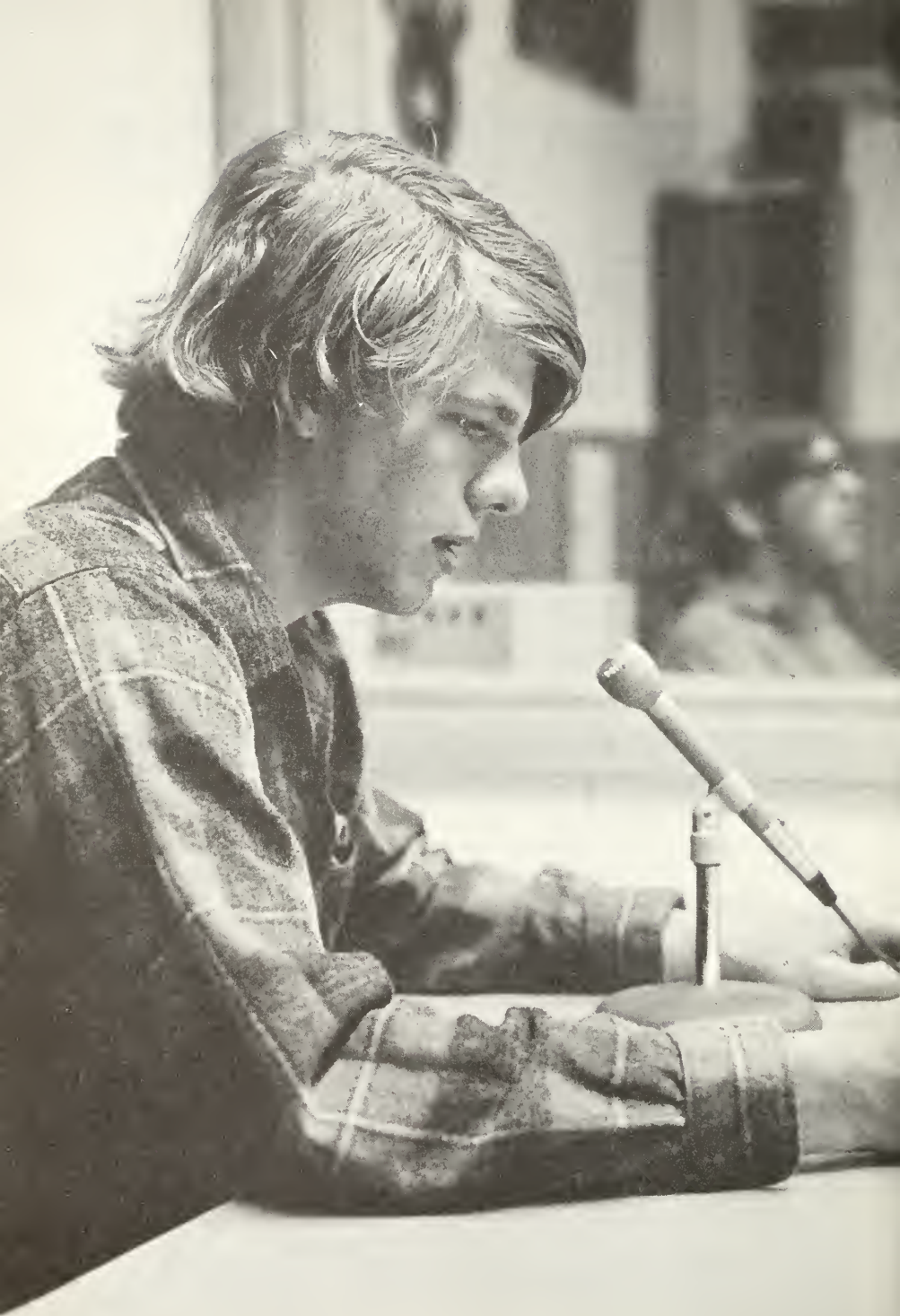
Room rent is not refundable under any circumstances. Students unable to abide by residence hall regulations or who show marked unwillingness to cooperate with the house director may be asked to move from their rooms without privilege of refund.

## Financial Aid

Students who meet admissions standards may apply for financial assistance if a financial NEED exists. Within the limitations of the resources available the NEED of each qualified student is met through a combination of scholarship, loan, and campus employment.

To determine financial NEED, a student and his parents prepare a PARENTS' CONFIDENTIAL STATEMENT, giving information about the family's income, assets, debts, and other conditions affecting the student's resources. The form is sent by the applicant to the COLLEGE SCHOLARSHIP SERVICE (Evanston, Berkeley or Princeton), which computes an estimate of the family's financial means and furnishes a report to the College. The report states how much the family might reasonably be expected to pay toward the student's college expenses. The PCS report, with other information the College may have, determines the amount and types of financial aid which may be awarded. PARENTS' CONFIDENTIAL STATEMENT forms may be obtained from school guidance offices or from the Office of Student Financial Aid at Monmouth College. It is strongly recommended that the student file the necessary forms in September as the computation process requires from six to eight weeks.

All awards are for one year. Continued financial aid can be requested and is awarded on the basis of the student's resources determined from the current Parents' Confidential Statement and the availability of funds. Failure to maintain the required scholastic average will result in withdrawal of the financial aid award.



Returning students holding awards must re-apply before March 15 each year to obtain aid for the following academic year.

## **Scholarships**

Scholarships are awarded to both entering and returning students who have demonstrated financial need and whose academic record indicates promise or continued academic achievement.

## **National Merit**

Monmouth College sponsors a selected number of Merit Scholarships which are available to seniors in all secondary schools in the fifty states, District of Columbia and certain territories and possessions. They are awarded on a competitive basis. Awards range from \$100 to \$1,500 and are based on financial need.

## **National Presbyterian College Scholarship**

Monmouth College sponsors a selected number of National Presbyterian College Scholarships which are available to entering freshmen who are communicant members of the United Presbyterian Church, U.S.A. and who rank in the top quarter of their secondary school class at the end of their junior year.

## **Illinois State Scholarship and Grant Program**

In order to “remove financial barriers to college attendance; to expand college choice; and to permit thousands of students to attend non-public colleges who would have otherwise attended public colleges. . . .” the Illinois State Scholarship Commission has established a program of scholarships and grants for students with financial need. These scholarships and grants may be used at Monmouth College, and if further need exists, may be supplemented by Monmouth College financial aid.

ILLINOIS STATE SCHOLARSHIPS are awarded competitively on the basis of American College Testing Program (ACT) examination scores and high school class rank. The ACT examination must be taken in the spring or summer prior to the high school senior year and the applicant must designate the Illinois State Scholarship Commission (Code No. 1047) as a recipient of the scores. Illinois State Scholars receive up to \$1,200 per year depending upon financial need.

ILLINOIS STATE GRANTS are non-competitive and are based upon need. All Illinois residents intending to attend college in Illinois as full-time students are eligible to apply. These grants amount to up to \$1,200 per year. Further information concerning the Illinois State Scholarship and Grant Program can be obtained from your guidance counselor or from the Director of Student Financial Aid at Monmouth College. Supplementary gift assistance and loans are available from Monmouth College for Illinois State Scholarship and Grant recipients.

## **Educational Opportunity Grant Program**

THE EDUCATION OPPORTUNITY GRANT PROGRAM, authorized by the Higher Education Act of 1965, began in the fall of 1966. Its main purpose is to make a college education available to high school graduates of exceptional financial need.

Grants ranging from \$200 to \$1,000 are made to students for each of the four years of undergraduate study. Monmouth College selects student recipients.

## **National Defense Student Loan Program**

Monmouth administers NATIONAL DEFENSE STUDENT LOAN FUNDS from which qualified students may borrow up to \$1,000 each year. The student makes repayment to the Monmouth College Service Center over a 10-year period beginning nine months after he ceases at least one-half time study. Interest at three per cent starts to accrue at the beginning of the repayment period. Repayment is not required and no interest accrues while the student borrower is serving in the Armed Forces, the Peace Corps, or VISTA (Volunteer in Service to America), up to a maximum of three years. Deferment also may be obtained while the borrower is pursuing at least half-time attendance at an accredited institution of higher education in the United States or at a comparable institution abroad.

For borrowers who enter the full-time teaching field, a maximum of 50 per cent of loan indebtedness plus interest may be canceled at the rate of 10 per cent each year of teaching service. Borrowers who teach in certain eligible schools in areas of primarily low-income families or who teach the handicapped may qualify for cancellation of their entire loan obligation at the rate of 15 per cent per year.

## **Guaranteed Loan Program**

The Office of Education also sponsors a loan program which may enable a student to borrow money directly from a savings and loan association, credit union, bank, or other participating lender. The general outline was established by Federal law; but each State administers the program according to slightly different procedures. Depending on his year in school, a student may borrow up to a maximum of \$1,500; in some States, this maximum is \$1,000 per year. If the adjusted family income is under \$15,000 per year, the Federal Government will pay the full interest charged on this loan while attending school, and prior to the beginning of the repayment period. Repayment begins on a date between 9 and 12 months after completing the course of study or leaving school. The maximum repayment period is 10 years, although minimum repayment requirements may reduce this. Deferment of repayment may be authorized for service in the military, Peace Corps, or VISTA; or for any period of return to full-time study.



## **United Student Aid Funds, Inc.**

Loans granted through the United Student Aid Funds, Inc., also are available. This is a national non-profit corporation established to endorse bank loans up to \$1,500 a year at a maximum of seven per cent interest to deserving college students who could not otherwise obtain such loans. Applications are available from the Office of Student Financial Aid or participating lending institutions.

## **Other Loan Funds**

Monmouth College administers the Mary Janet Downie Loan Fund established in memory of Mary Janet Downie by her parents, Mr. and Mrs. Walter Downie, and the Jeanette McFarland Loan Fund established under the will of Miss Jeanette McFarland of Cambridge, Ohio. Loan funds are also available through the Henry Strong Educational Foundation and the Albert N. Merritt Foundation.

## **Veterans Educational Benefits**

THE VETERANS READJUSTMENT BENEFITS ACT OF 1966, as amended February 1970, provides a permanent program of benefits of \$175 per month plus an allowance for each dependent to veterans who have served or who will serve in the U.S. armed forces since January 31, 1955. Among these benefits are educational assistance provisions, which went into effect June 1, 1966.

To be eligible the veteran must have a discharge that is other than dishonorable and he must not have exhausted his eligibility under previous programs.

Veterans with more than 180 days active duty, any part of which occurred on or after February 1, 1955, are eligible for one month of college, vocational or similar education for each month or fraction of a month on active duty. Application blanks and full information are available at VA offices and at colleges and educational centers.

ORPHANS OF DECEASED VETERANS BENEFITS: Orphans of deceased veterans are eligible for educational benefits under Title 38, U.S. Code, Chapter 35, formerly P.L. 634 provided the death of the veteran parent resulted directly from military service or from a cause directly attributable to military service.

Public Law 89-222, signed September 10, 1965, increases the monthly assistance allowance to eligible War Orphans. This law also relaxes the eligibility requirements. Now a child of any person who died or became totally disabled while in service is eligible for assistance.

## **Part-time Student Employment**

There are approximately 400 part-time student jobs available on campus, which include office clerical work, building and campus maintenance, switchboard operation, library clerical work, residence hall counseling and food service duties. Residence hall counseling positions pay a stipulated

amount per year. Other jobs are at varying hourly rates, paid monthly.

Student assistantships in the various instructional departments provide a limited number of jobs to upperclass students recommended by department heads.

The Office of Student Financial Aid lists community part-time jobs and notifies students who have indicated an interest in part-time work.

### **Scholarships, Prizes, and Endowment**

The scholarships, prizes, and endowed funds listed below have been made possible through the generosity of alumni and friends of the College and through other organizations and businesses interested in supporting independent higher education. It is hoped that recipients of financial aid will in later life, when circumstances permit, help to continue this program for the benefit of future generations of students.

#### **ENDOWED SCHOLARSHIPS**

ADDLEMAN SCHOLARSHIP

DR. AND MRS. J. A. BARNES SCHOLARSHIP

SARAH HOLMES BIGGER SCHOLARSHIP

BIGGSVILLE SCHOLARSHIP

BOHART SCHOLARSHIP

N. H. AND ISABELLE BROWN SCHOLARSHIP

GEORGE H. BRUSH SCHOLARSHIP

J. BOYD CAMPBELL SCHOLARSHIPS

HATTIE BOYD CAMPBELL SCHOLARSHIP

FRANK M. CARNAHAN MUSIC SCHOLARSHIP

JOHN CAROTHERS SCHOLARSHIPS

CLASS OF 1901 SCHOLARSHIP

CRIMSON MASQUE SCHOLARSHIP

C. G. DENISON-WILLIAM M. STORY SCHOLARSHIP

JOHN S. AND MARY LOUISE DIFFENBAUGH SCHOLARSHIP

LOIS DIFFENBAUGH SCHOLARSHIP

SELMA AND SELIG EDELMAN SCHOLARSHIP

ELDER MINISTERIAL AND CHRISTIAN WORK SCHOLARSHIP

BELLA B. ELLIOTT SCHOLARSHIP

ELMIRA SCHOLARSHIP

JOHN Q. FINDLEY SCHOLARSHIP

FIRST WASHINGTON SCHOLARSHIP

FREW SCHOLARSHIPS

ALVIN W. GALLOWAY SCHOLARSHIP

GARRITY SCHOLARSHIP

GIBSON SCHOLARSHIP

JOHN CHARLES HANNA SCHOLARSHIP  
SMITH HAMILL SCHOLARSHIP  
HANOVER SCHOLARSHIP  
HARMONY MEMORIAL SCHOLARSHIP  
JANET SHAW HAYES SCHOLARSHIP  
LUCIA ELLIOTT HILL SCHOLARSHIP  
MABEL HINMANN SCHOLARSHIP  
HUME SCHOLARSHIP  
LT. M. DON ISAACSON SCHOLARSHIP  
ANDREW JOHNSTON SCHOLARSHIP  
JOHNSTON SCHOLARSHIP  
ELIZABETH M. KELLER SCHOLARSHIP  
EMMA BROWNLEE KILGORE SCHOLARSHIP  
MRS. MARY ELIZABETH KILPATRICK SCHOLARSHIP  
JANE KINKAID SCHOLARSHIP  
MATTIE KINKAID SCHOLARSHIP  
JOHN BARNES KRITZER SCHOLARSHIP  
LAFFERTY SCHOLARSHIPS  
MARGARET LORD MUSIC SCHOLARSHIP  
OLIVE J. LOWRY SCHOLARSHIP  
M. M. MAYNARD MEMORIAL SCHOLARSHIP  
KATHRYN ARBELLA McCAUGHAN SCHOLARSHIP  
MARY COOKE McCONNELL MEMORIAL SCHOLARSHIP  
HOMER McKAY SCHOLARSHIP  
McLAUGHLIN BROTHERS SCHOLARSHIP  
SPECIAL ANNIVERSARY SCHOLARSHIP,  
MRS. MINNIE McDILL McMICHAEL  
LOUISE C. AND MAX W. MILLS SCHOLARSHIP  
NASH SCHOLARSHIPS  
MILDRED STEELE NEARING SCHOLARSHIPS  
NORWOOD SCHOLARSHIP  
LaVERNE NOYES SCHOLARSHIP  
ADAM OLIVER SCHOLARSHIP  
ROBERT Y. PARK SCHOLARSHIP  
LUELLA OLIVE PARSHALL SCHOLARSHIP  
MARGARET POLLACK SCHOLARSHIP  
MARGARET WHITE POTTER MEMORIAL SCHOLARSHIP  
PRUGH SCHOLARSHIP  
READER'S DIGEST FOUNDATION SCHOLARSHIP  
PRUDENCE MARGARET SCHENK SCHOLARSHIP  
MARION B. SEXTON SCHOLARSHIP  
SHIELDS SCHOLARSHIPS

SOMONAUK SCHOLARSHIP  
SPRING HILL SCHOLARSHIP  
ST. CLAIR SCHOLARSHIP  
STRONGHURST SCHOLARSHIP  
J. B. TAYLOR SCHOLARSHIP  
NANNIE J. J. TAYLOR SCHOLARSHIP  
ESTHER M. THOMPSON SCHOLARSHIP FUND  
MARTHA THOMPSON SCHOLARSHIPS  
HENRY A. TODD SCHOLARSHIP  
J. L. VAN GUNDY SCHOLARSHIP  
ALALINE WILKIN WADDELL SCHOLARSHIP  
MARTHA WALLACE SCHOLARSHIP  
J. F. WATSON SCHOLARSHIP  
WHITE SCHOLARSHIP  
DAVID A. AND ELIZABETH CAMERON WHITEMAN SCHOLARSHIP  
ELI B. AND HARRIET B. WILLIAMS FUND  
WOODBURN MEMORIAL SCHOLARSHIP  
WOODS SCHOLARSHIPS  
MARGARET N. WORDON SCHOLARSHIP  
JOHN WRIGHT SCHOLARSHIP  
XENIA SCHOLARSHIP

### **SPECIAL SCHOLARSHIPS**

BOARD OF CHRISTIAN EDUCATION SCHOLARSHIP  
PEG STONEROOK BRINKER SCHOLARSHIP (TAU PI)  
EXCHANGE CLUB SCHOLARSHIP  
GRADUATE "M" CLUB AND "M" CLUB SCHOLARSHIPS  
ROBERT T. LUDWIGSEN MEMORIAL SCHOLARSHIP  
THE PRESIDENT'S SCHOLARSHIP  
ROTARY CLUB SCHOLARSHIP

### **Annual Prizes and Awards**

#### **FORENSICS EMBLEM**

This medal is presented by the College and the Forensic League to those who have represented the College in intercollegiate debate or oratory.

#### **THE SELIG AND SELMA EDELMAN PRIZE SCHOLARSHIP**

This prize scholarship, representing the annual yield on a \$5,000 endowment, is awarded for the best essay dealing with the topic "Contemporary Values in the Old Testament." The essays are written in consultation with the



Department of Religious Studies and are judged by the members of that department.

#### THE CLIFF STRUTHERS HAMILTON PRIZE

A prize of \$400 is awarded to an outstanding senior chemistry major.

#### THE LULU JOHNSON McCOY PRIZES

These prizes, endowed by her husband, J. Clyde McCoy, consist of \$50 and \$25 to be awarded to students of outstanding quality who are majoring in music.

#### THE WILLIAM B. MCKINLEY PRIZES IN ENGLISH

In 1925 Senator William B. McKinley of Illinois endowed two prizes of \$50 each to encourage individual research and advanced work in English. The prizes are awarded to students who offer the best theses on specially designed subjects.

#### LENA LEE POWELL PI BETA PHI PRIZE

This \$200 award, endowed by Ervin D. Powell, is awarded each year to a member of Alpha Chapter of Pi Beta Phi of exceptional quality.

#### MARY PORTER PHELPS PRIZE

A prize of \$50 is awarded to the student who, in the judgment of the faculty, has manifested superiority in scholarship, thrift and economy, and development of character. Only those who have completed at least two years' work at Monmouth College are eligible for this prize.

#### SIGMA TAU DELTA FRESHMAN PRIZES

Rho Alpha Chapter of Sigma Tau Delta offers three prizes on Commencement Day to the freshmen writing the best compositions in verse or prose. Entries must be prepared especially for this contest.

#### DAN EVERETT AND EVA CLARK WAID PRIZE

This prize of \$100 is endowed by Mr. and Mrs. Waid of New York, and is awarded by the faculty on the basis of all-around excellence and development.

#### THE WAID PRIZES

Six prizes are offered for biographical reading as a means of cultivating interest in biography among college students. Three prizes of \$25, \$15, and \$10 are offered to freshmen. Three similar prizes are available to members of the three upper classes. These prizes were endowed by Dan Everett Waid, '87.

## **Library Endowments**

The John A. and Margaret J. Elliott Library of Religious  
Education  
The Kappa Kappa Gamma Memorial Fund  
The John Lawrence Teare Memorial Library Fund

## **Endowed Professorships**

ALUMNI PROFESSORSHIP OF PHILOSOPHY, endowed by alumni of the College in 1881 and held by Dr. Samuel Thompson, Professor of Philosophy.

PRESSLY PROFESSORSHIP OF NATURAL SCIENCE, endowed by W.P. Pressly of Illinois in 1886 and held by Dr. John J. Ketterer, Professor of Biology.

JOHN YOUNG CHAIR OF BIBLE, endowed by the United Presbyterian Church Board of Christian Education and held by Dr. Charles J. Speel, II, Professor of Religious Studies.

## **Killough Lecture Fund**

Endowed by the Hon. W.W. Stetson of Auburn, Maine, to bring speakers to the College campus.

## **Memorial Funds**

Current memorial funds honoring former students, faculty-members, and friends of Monmouth College include:

Bonnie Peterson  
James McClintock  
Cyrus R. Osborn  
Donald B. McMullen  
Ivory Quinby, Jr.  
Bertha McKinnie Phelps  
Dr. Hugh B. Speer





# Directories

## THE MONMOUTH COLLEGE SENATE

Responsibility for the control and operation of the entire program of the College is vested by charter in the Monmouth College Senate. Meeting three times a year, the Senate sets policy for the College, oversees the activities of the faculty and administration and works with both groups in establishing plans for the long-range development of the institution.

Senate members come from widely varied geographical areas and represent a number of occupations and professions. The Senate includes six operating committees: Academic Affairs, Nominations and Degrees, Finance and Business Affairs, Physical Facilities, Development, and Student Affairs.

### The Officers

RICHARD D. STINE, President, Monmouth College, Monmouth, Illinois, *ex officio*.

LEE L. MORGAN, *Chairman*; Executive Vice President, Caterpillar Tractor Company, Peoria, Illinois.

N. BARR MILLER, '28, *Vice Chairman*; Partner, Haynes & Miller, Counselors at Law, Washington, D.C.

MRS. H.A. LOYA, '40, *Secretary*, Administrative Assistant to the President, Monmouth College, Monmouth, Illinois.

ROBERT E. ACHESON, *Treasurer*; Operations Supervisor (Retired), Illinois Bell Telephone Company, Monmouth, Illinois.

ROBERT H. BARNETT, *Assistant Treasurer*, Vice President for Finance and Business, Monmouth College, Monmouth, Illinois.

### Senate Emeriti

JOHN J. KRITZER, '15, Attorney, Monmouth, Illinois.

CHALMER P. SPIKER, President (Retired), National Bank of Monmouth, Monmouth, Illinois.

### Senate Membership

JOHN C. BAILAR, JR., Professor of Inorganic Chemistry, University of Illinois, Urbana, Illinois.

CORTLEY BURROUGHS, Pastor, First United Presbyterian Church, Alton, Illinois.

KENNETH E. CRITSER, Partner, Kritzer & Critser, Attorneys at Law, Monmouth, Illinois.

ROGER J. FRITZ, '50, President, Willamette University, Salem, Oregon.

JOHN S. GILMORE, Senior Research Economist, Denver Research Institute, Denver, Colorado.

W. JEROME HATCH, '57, Personnel Coordinator, State of Illinois Board of Regents, Springfield, Illinois.

MISS PATRICIA HOFSTETTER, '48, Judge, Whittier Municipal Court, Whittier, California.

GORDON JACKSON, '40, Dean, Pittsburg Theological Seminary, Pittsburg, Pennsylvania.

- SIGMUND W. KUNSTADTER, Chairman (Retired), The Formfit Company, Chicago, Illinois.
- WILLIAM M. LeSUER, '48, Vice President, Research and Development, The Lubrizol Corporation, Cleveland, Ohio.
- JAMES M. LEXVOLD, '55, Chairman of the Board, Sauk Valley Manufacturing Company, St. Charles, Illinois.
- MRS. RALPH A. LIDDLE, Fort Worth, Texas.
- DANIEL M. MacMASTER, President, Museum of Science and Industry, Chicago, Illinois.
- A. BRUCE MAINWARING, Chairman of the Board, Uniform Tubes, Incorporated, Phoenixville, Pennsylvania.
- JAMES W. MARSHALL, M.D., '36, Physician, Monmouth, Illinois.
- ROBERT T. McLOSKEY, '28, Legislative Consultant, Monmouth, Illinois.
- GRAHAM McMILLAN, '37, Vice President, Research and Development, Commercial Solvents Corporation, Terre Haute, Indiana.
- LOUIS W. MENK, Chairman and Chief Executive, Burlington Northern Company, St. Paul, Minnesota.
- HUGH MOFFETT, '31, Former Assistant Managing Editor, *Life Magazine*, New York, New York.
- JAMES J. NIXON, JR., '50, Partner, Nixon, Gray & King, Attorneys at Law, Boston, Massachusetts.
- WILLIAM R. O'NEILL, Pastor, Westminster Presbyterian Church, Peoria, Illinois.
- BLAIR A. PHILLIPS, JR., Executive Vice President and Director, Shearson, Hamill and Company, New York, New York.
- WILLIAM C. PINE, '39, Scholarship Program Director, Ford Motor Company Fund, Dearborn, Michigan.
- JOHN W. SERVICE, '35, Division Manager, Salary Administration, Deere & Company, East Moline, Illinois.
- HARRISON I. STEANS, Chairman of the Board, First National Bank of Highland Park, Highland Park, Illinois.
- MILFORD D. WALSTON, Chairman of the Board, Walston Aviation, Incorporated, East Alton, Illinois.
- PAUL E. WARFIELD, '24, Brigadier General, AUS (Retired), President, Warfield-McCullough, Monmouth, Illinois.
- DONALD G. WHITEMAN, '49, President, City Reconstruction Corporation, Los Angeles, California.
- NEWTON K. WILSON, '29, Vice Chairman, Sky Chefs, Incorporated, New York, New York.
- H. DONALD WINBIGLER, '31, Academic Secretary, Stanford University, Stanford, California.

## THE FACULTY

RICHARD D. STINE

1970

President. A.B., University of Pennsylvania, 1947; Ph.D., *ibid.*, 1951.

### Professors Emeriti

EVA H. CLELAND, Professor of English Emerita.

DOROTHY DONALD, Professor of Spanish Emerita.

ROBERT W. GIBSON, President Emeritus.

MARTHA M. HAMILTON, Assistant Professor of Art Emerita.

THOMAS H. HAMILTON, Professor of Appreciation of Art Emeritus.

ALBERT C. NICHOLAS, Professor of Education Emeritus.

MADGE SANMANN, Professor of Sociology Emerita.

### Active Faculty

ALLISON, DAVID C.

1962

Associate Professor of Biology. B.S., University of Illinois, 1956; M.S., *ibid.*, 1957; Ph.D., Pennsylvania State University, 1960.

ARRISON, JOHN D.

1962

Assistant Professor of Mathematics. B.S., Michigan State University, 1956; M.S., *ibid.*, 1958, Ph.D., *ibid.*, 1970.

BLUM, HARLOW B.

1959

Associate Professor of Art. B.F.A., University of Illinois, 1956; M.A., Michigan State University, 1959; M.F.A., Syracuse University, 1966.

BOONE, G.E.

1965

Lecturer in Oriental Art. Commander, USN (Retired).

BOONE, KATHARINE P.

1965

Lecturer in Oriental Art. A.B., Monmouth College, 1930; M.A., Pennsylvania State University, 1936.

BOSWELL, GRACE H.

1962

Assistant Professor of English. A.B., LaGrange College, 1949; M.A. University of Georgia, 1952; Ph.D., *ibid.*, 1960.

BOSWELL, R.D., JR.

1962

Professor of Mathematics. B.A., Mississippi State University, 1950; M.S., *ibid.*, 1951; Ph.D., University of Georgia, 1957.

BOWMAN, MILTON L.

1959, 1968

Associate Professor of Biology. B.S., University of Louisville, 1951; M.A., University of Missouri, 1954; Ph.D., *ibid.*, 1959.

BRETT, CECIL C.

1963

Professor of Government and History and Director, East Asian Studies. B.A., University of British Columbia, 1948; M.A., University of Washington, 1950; Ph.D., University of Michigan, 1956.

BUCHHOLZ, ROBERT H.

1950

Professor of Biology. B.S., Fort Hays State College, 1949; M.S., Kansas State College, 1950; Ph.D., University of Missouri, 1957.

- COOKSEY, BENJAMIN F. 1965  
Assistant Professor of Biology. B.S., Kansas State College, 1960; M.S., *ibid.*, 1962; Ph.D., *ibid.*, 1970.
- CRAMER, PAUL 1946  
Associate Professor of Mathematics and Engineering. A.B., Illinois College, 1925; M.A., University of Illinois, 1926.
- CROW, MARY B. 1946  
Assistant Professor of History, A.B., Monmouth College, 1941; Ph.M., University of Wisconsin, 1945.
- DAVENPORT, F. GARVIN 1947  
Professor of History. A.B., Syracuse University, 1927; A.M., *ibid.*, 1928; Ph.D., Vanderbilt University, 1936.
- DAVISSON, ANNA M. 1965  
Reference Librarian and Instructor of Library Science. B.A., Indiana University, 1961; M.A., *ibid.*, 1963.
- DeYOUNG, JAMES L. 1963  
Assistant Professor of Speech. A.B., Beloit College, 1959; A.M., Bowling Green University, 1960.
- EHLERT, DAVID L. 1967  
Assistant Professor of Mathematics. B.A., Knox College, 1959; M.S., University of Chicago, 1961; Ph.D., *ibid.*, 1968.
- EPLEY, DEAN G. 1970  
Professor of Sociology. B.A., Kent State University, 1947; M.A., *ibid.*, 1950; Ph.D., Michigan State University, 1953.
- EVANS, CALVIN W. 1969  
Instructor of English. B.A., Miami University, 1961; M.A., Vanderbilt University, 1969.
- FLEMING, MARY H. 1962  
Instructor of Physical Education. B.S., MacMurray College, 1946. (part-time)
- FOX, BERNICE L. 1947  
Associate Professor of Classics. A.B., Kentucky Wesleyan College, 1932; M.A., University of Kentucky, 1934.
- FOXEN, JOHN R. 1970  
Professor of Speech. B.A., Morningside College, 1950; M.A., State University of Iowa, 1951; Ph.D., *ibid.*, 1957.
- FRITSCHI, HELEN V. 1970  
Instructor of German. B.A., College of Wooster, 1960.
- GEORGE, PAUL S. 1970  
Assistant Professor of Education. B.A., Westminster College, 1962; M.Ed., Kent State University, 1964; Ed.D., George Peabody College, 1970.
- GORDON, ROBERT A. 1968  
Assistant Professor of Spanish. A.B., Colby College, 1965; M.A., University of Colorado, 1967; Ph.D., *ibid.*, 1971.
- GRIFFITHS, RICHARD L. 1967  
Assistant Professor of Music, B.M.E., Wichita University, 1964; M.M.E., *ibid.*, 1966.
- GUILLERMO, EDENIA 1965  
Associate Professor of Spanish. B.A., Instituto de Matanzas, Cuba, 1935; Ed.D., University of Havana, Cuba, 1939; Ph.D., *ibid.*, 1949.
- HASTINGS, C. MARGARET 1969  
Instructor of French. B.A., Grenoble University, 1962; M.A., University of Lyon, 1966.

- HASTINGS, WILLIAM M. 1968  
Assistant Professor of Psychology and Sociology. B.S., Loyola University, 1962; M.A., Southern Illinois University, 1966; Ph.D., *ibid.*, 1969.
- HAUGE, HARRIS R. 1963  
Head Librarian and Associate Professor of Library Science. B.A., St. Olaf College, 1949; M.A., University of Minnesota, 1951.
- HELMS, KARL 1971  
Lecturer in Sociology. B.A., Oregon State, 1969. (part-time)
- HERBSLEB, JAMES R. 1956  
Professor of Economics and Business Administration. B.A., College of the Pacific, 1947; M.A., Temple University, 1949; J.D., School of Law, Temple University, 1949.
- HERMAN, RICHARD S. 1969  
Instructor of Sociology. B.A., Southern Illinois University, 1966; M.A., *ibid.*, 1969.
- HURH, WON M. PAUL 1965, 1970  
Associate Professor of Sociology. International Christian College, Korea, 1954-56; B.A., Monmouth College, 1960; Ph.D., University of Heidelberg, 1965.
- JOHNSON, A. FRANKLIN 1966  
Professor of Physics. B.S., University of Alberta, 1938; M.A., University of Toronto, 1947; Ph.D., *ibid.*, 1949.
- JOHNSON, J. PRESCOTT 1962  
Professor of Philosophy. A.B., Kansas City College, 1943, A.B., Kansas State College, 1946; M.S., *ibid.*, 1948. Ph.D., Northwestern University, 1959.
- JONES, BERWYN E. 1963  
Associate Professor of Chemistry. A.B., Nebraska Wesleyan University, 1958; Ph.D., Kansas State University, 1965.
- KAMANO, DENNIS K. 1964  
Lecturer in Psychology. B.A., Nebraska Wesleyan, 1952; M.A., University of Denver, 1955; Ph.D., *ibid.*, 1957. (part-time)
- KENNEDY, ADELE 1946  
Associate Professor of English. B.A., University of Iowa, 1927; M.A., *ibid.*, 1928.
- KETTERER, JOHN J. 1953  
W.P. Pressly Professor of Biology. B.S., Dickinson College, 1943; Ph.D., New York University, 1953.
- KLOEPEL, PETER K. 1967  
Assistant Professor of Physics. B.S., University of North Carolina, 1952; M.S., University of Illinois, 1954; Ph.D., University of Chicago, 1963.
- LEEVEER, RICHARD S. 1961  
Associate Professor of English. B.A., Illinois College, 1947; M.A., University of Texas, 1949; Ed.M., University of Illinois, 1954; Ph.D., *ibid.*, 1961.
- LIEDMAN, JEAN E. 1936  
Professor of Speech. A.B., Monmouth College, 1927; A.M., University of Wisconsin, 1935; Ph.D., *ibid.*, 1949.
- LIN, CHI Y. 1969  
Assistant Professor of Government. A.B., Tunghai University, 1961; M.A., Kansas State University, 1966; Ph.D., Southern Illinois University, 1969.
- LIN, VO N. 1970  
Lecturer in Education. B.S., Western Michigan College, 1964; M.S., Southern Illinois University, 1967; Ph.D., *ibid.*, 1970. (part-time)

- LOYA, HEIMO A. 1936  
Professor of Music. B.Mus., Chicago Musical College, 1936; A.B., Monmouth College, 1938; M.A., University of Iowa, 1941.
- MATTHEWS, MARGARET 1971  
Lecturer in Art. Bachelor of Design, University of Michigan, 1949; M.A., Art History, University of Chicago, 1970.
- McCLANAHAN, PAUL H. 1964  
Assistant Professor of Religious Studies and College Chaplain. A.B., College of Wooster, 1937; B.D., Union Theological Seminary, 1942; S.T.M., *ibid.*, 1970.
- McCLINTOCK, ROY M. 1966  
Associate Professor of Government. B.A., University of Oklahoma, 1948; M.A., *ibid.*, 1949; Ph.D., University of Missouri, 1961.
- McKENNA, FRANK S. 1966  
Professor of Psychology and Dean of the College. B.S., Lehigh University, 1942; M.A., Columbia University, 1948; Ph.D., *ibid.*, 1951.
- McNAMARA, R. JEREMY 1964  
Associate Professor of English and Associate Dean of the College. B.A., Kenyon College, 1953; M.A., University of North Carolina, 1954; Ph.D., Michigan State University, 1961.
- MELISKA, CHARLES J. 1969  
Assistant Professor of Psychology. B.A., College of Wooster, 1963; M.A., Case Western Reserve, 1968, Ph.D., *ibid.*, 1970.
- MOFFET, LAURA B. 1967  
Lecturer in English. B.A., University of Illinois, 1948; M.A., Western Illinois University, 1968. (part-time)
- MOULDING, MURRAY B. 1967  
Instructor of English. B.A., Cornell University, 1961; M.A., University of Iowa, 1965; M.F.A., University of Iowa, 1966.
- NAGEL, TERRY M. 1970  
Assistant Professor of Chemistry. B.A., Macalester College, 1965; Ph.D., University of Minnesota, 1970.
- NELLIS, WILLIAM J. 1970  
Assistant Professor of Physics and Director of Academic Computing Center. B.S., Loyola University, 1963; M.S., Iowa State University, 1965; Ph.D., *ibid.*, 1968.
- NICHOLS, JOHN E. 1968  
Registrar and Director of Institutional Research. B.S., Northeast Missouri State College, 1960.
- OSBORNE, HARRY W. 1965  
Professor of French. B.A., University of Iowa, 1943; M.A., *ibid.*, 1945; Ph.D., University of Wisconsin, 1949.
- PETERSEN, QUENTIN R. 1969  
Professor of Chemistry. B.S., Antioch College, 1948; Ph.D., Northwestern University, 1952.
- PETERSON, GRACE G. 1922  
Lecturer in Music. A.B., Monmouth College, 1922. (part-time)
- REICHOW, WILLIAM L. 1965  
Assistant Professor of Physical Education. B.S., University of Iowa, 1956; M.A., *ibid.*, 1957.

- RYAN, THOMAS J. 1971  
Instructor in Music. B.M., Ohio State University, 1968; M.M., *ibid.*, 1970.
- SENN, DAVID J. 1970  
Assistant Professor of Psychology. B.A., North Central College, 1962; M.A., Northern Illinois University, 1964; Ph.D., University of Massachusetts, 1967.
- SHAWVER, BENJAMIN T. 1946  
Professor of Education. B.S., Parsons College, 1932; M.A., Columbia University, 1950; Ed.D., *ibid.*, 1952.
- SHOEMAKER, HOMER L. 1961  
Lecturer in Accounting. B.S., University of Denver, 1950; M.B.A., *ibid.*, 1965; Certified Public Accountant, 1961.
- SKOV, CHARLES E. 1963  
Associate Professor of Physics. A.B., Kearney State Teachers College, 1954; Ph.D., University of Nebraska, 1963.
- SPEEL, CHARLES J., II 1951  
John Young Professor of Religious Studies. A.B., Brown University, 1939; S.T.B., Harvard University, 1949; S.T.M., *ibid.*, 1950; Ph.D., *ibid.*, 1956.
- SPROSTON, MICHAEL E. 1969  
Instructor of Music. A.B., Monmouth College, 1964; M.A., University of Iowa, 1966.
- SPITZ, DOUGLAS R. 1957  
Assistant Professor of History. A.B., Swarthmore College, 1949; M.A., University of Nebraska, 1955; Ph.D., *ibid.*, 1964.
- STEGER, JACK M. 1971  
Assistant Professor of Physical Education. G.S., New Mexico State University, 1951; M.S., Indiana University, 1957.
- THOMPSON, SAMUEL M. 1926  
Alumni Professor of Philosophy. A.B., Monmouth College, 1924; A.M., Princeton University, 1925; Ph.D., *ibid.*, 1931.
- TSLEOS, GEORGE D. 1969  
Assistant Professor of History. B.A., Carleton College, 1961; M.A., University of Minnesota, 1965; Ph.D., *ibid.*, 1970.
- URBAN, WILLIAM L. 1966  
Assistant Professor of History. B.A., University of Texas, 1961; M.A., *ibid.*, 1963; Ph.D., *ibid.*, 1967.
- WALTERSHAUSEN, GEORGE L. 1966  
Instructor of Art. A.B., Knox College, 1961; M.A., University of California, Berkeley, 1963.
- WASEM, JAMES L. 1967  
Assistant Professor of Physical Education. B.S., Illinois Wesleyan University, 1957; M.S., Illinois State University, 1963.
- WEEKS, J. STAFFORD 1959  
Professor of Religious Studies. A.B., Juniata College, 1942, B.D., United Theological Seminary, 1945; Ph.D., University of Chicago, 1962.
- WILLHARDT, GARY D. 1967  
Assistant Professor of English. A.B., Monmouth College, 1960; M.A., Ohio University, 1962; Ph.D., Ohio State University, 1967.
- WILLIAMS, LYMAN O. 1963, 1969  
Associate Professor of Geology. B.S., University of Georgia, 1955; M.S., State University of Iowa, 1959; Ph.D., *ibid.*, 1962.



- WILLS, DONALD L. 1951  
Associate Professor of Geology. B.S., University of Illinois, 1949; M.S., *ibid.*, 1951.
- WINGO, CHARLES E. 1958  
Professor of Education. A.B., Furman University, 1924; M.A., Cornell University, 1937.
- WOLL, ROBERT G. 1935  
Associate Professor of Physical Education. B.S., Monmouth College, 1935; M.S.,  
University of Illinois, 1941.
- WOODALL, DEWEY 1971  
Instructor of Economics. B.A., University of South Florida, 1967; M.A., University of  
Iowa, 1970.
- WOODWARD, KAREN M. 1969  
Instructor of French. B.S., University of Nebraska, 1965; M.A., University of Wisconsin,  
1967.
- WRIGHT, A. DEAN 1970  
Assistant Professor of Psychology. B.A., Fort Hays Kansas State College, 1959; M.S.,  
*ibid.*, 1959; Ph.D., Texas Christian University, 1969.

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THE REVEREND PAUL H. McCLANAHAN, '37	Chaplain
DR. ROY M. McCLINTOCK	Adviser, Foreign Students
DR. JAMES B. EBERSOLE	Medical Director, Health Center
DR. JAMES W. MARSHALL, '36	Medical Director, Health Center
DR. D. WILSON TAYLOR	Medical Director, Health Center
DONALD W. KETTERING, '55	Director, Student Financial Aid
MRS. JAMES HUMPHREY	Director, Student Center

### Development Department

DAVID D. FLEMING, '46	Assistant to the President for Development
GLEN D. RANKIN, '43	Director, Alumni Relations
JOHN A. M. BROWN	Director, Program Services

## Business Office

ROBERT H. BARNETT . . . . . Vice President for Finance and Business  
RICHARD O. HILDRETH, '50 . . . . . Director, Personnel and Purchasing  
GORDON K. YOUNG, '61 . . . . . Director, Data Processing  
ROBERT L. WINKLER . . . . . Director, Physical Plant  
WILLIAM HUTCHINS, '36 . . . . . Supervisor, Office Services  
JAMES A. BLENDER, '68 . . . . . Controller

## STUDENT ASSOCIATION OFFICERS

ALFRED FLESH, '72, Wayzata, Minnesota . . . . . President  
JOEL VISTEIN, '72, Berwyn, Illinois . . . . . Vice President  
WAYNE FORSBERG, '72, Berwyn, Illinois . . . . . Treasurer

## ALUMNI ASSOCIATION

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The Alumni Association presents the Distinguished Alumni Awards at Commencement and elects one alumnus annually to a three-year term on the College Senate.

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Barrington, Illinois

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Northbrook, Illinois

## PARENT ASSOCIATION

Present parents of Monmouth College students are represented on the Parent Advisory Council which works to establish a closer relationship between the College and parents of present and former students. The Council encourages participation in special events for parents on and off campus, such as Fall and Spring Parent Days and Commencement Weekend. Another important function of the Council is to give advice and counsel relating to the operation of the College in which the reactions of parents are significant.

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State Farm Insurance  
Bloomington, Illinois

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Moline Public Schools  
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Chicago, Illinois

MR. AND MRS. LEWIS ROBINSON  
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Argonne, Illinois

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Attorney  
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MR. AND MRS. WILLIAM J. STEPHENS  
Jones & Laughlin Steel Company  
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Duracote Corporation  
Rareanna, Ohio

MR. AND MRS. ALFRED WENTWORTH  
Western Electric Company  
Rolling Meadows, Illinois



# Index

- Academic Buildings 15  
 Academics 21  
     *Academic Status 108*  
     *Curricula, suggested 33*  
     *Graduation Requirements 22*  
     *Regulations 106*  
 Accreditation 7  
 Activities, Student 8  
 Administrative Personnel 150  
 Admission 121  
     *Advanced Deposit 128*  
     *Application Procedure 123*  
     *Campus Visits 122*  
     *College Board Tests 123*  
     *Committee Action 123*  
     *Early Decision 124*  
     *Financial Aid 129*  
     *Honors-at-Entrance 124*  
     *Open Door 122*  
     *Requirements 122*  
     *Transfer Applicants 123*  
 Advanced Placement 124  
 Advanced Tuition Deposits 128  
 Adviser, Faculty 15  
 Alumni Association 151  
 Application Fee 127  
 ARABIC STUDIES 24  
 ART 44  
 ARGONNE SEMESTER 24  
 ARTS OF LONDON AND FLORENCE 24  
 Associated Colleges of the Midwest  
     (ACM) 7  
 Athletics 11  
 Athletic Facilities 18  
 Attendance, Class 106  
 Auditing Courses 128  
  
 Bachelor of Arts Degree 22  
 BIOLOGY 47 (See also Costa Rican De-  
     velopment Studies, 26. Wilderness Field  
     Station, 30. Ecological Field Station, 17.)  
 Boone Oriental Art Collection 45  
 Business Internship 24  
  
 Calendar 159  
 Campus 15  
     *Academic Buildings 15*  
     *Athletic Facilities 18*  
     *Library 17*  
     *Quinby House 19*  
     *Residence Halls, Student 18*  
     *Student Center 19*  
 Campus Visits 122  
 Career Preparation 30  
 Carnegie Hall 17  
 Certificate for Teaching 31  
 CHEMISTRY 50 (See also Argonne Se-  
     mester, 24.)  
 Choir 86  
  
 Class Attendance 106  
 Classification of Students 108  
 CLASSICAL LANGUAGES 53  
 College Entrance Examination Boards 122,  
     123  
 Comprehensive Examinations 23  
     Concentration, Field of 23  
     Contents, Table of 2  
 COSTA RICAN DEVELOPMENT 26  
 Costs 126  
 Counseling 15  
 COURSES OF INSTRUCTION 44  
     *Art 44*  
     *Biology 47*  
     *Chemistry 50*  
     *Classical Languages 53*  
     *East Asian Studies 56*  
     *Economics 58*  
     *Education 61*  
     *English 64*  
     *Geology 66*  
     *Government 70*  
     *History 72*  
     *Mathematics 76*  
     *Modern Foreign Languages 77*  
     *Music 83*  
     *Philosophy 86*  
     *Physical Education 89*  
     *Physics 91*  
     *Psychology 95*  
     *Religious Studies 96*  
     *Sociology 98*  
     *Speech-Communication Arts 102*  
 Credit by Examination 109  
 Credits, High School 122  
 Cumulative Grade-Point Average 106  
 Curriculum, Organization of 33  
  
 Deferred Payment 132  
 Degrees 108  
 Departmental Major 23  
 Deposits, Advance 128  
 Directories 141  
 Distribution Requirements 22  
 Divisional Major 23  
  
 Early Decision 124  
 EAST ASIAN STUDIES 26  
 EAST ASIAN STUDIES IN JAPAN 26  
 Ecological Field Station 17  
 ECONOMICS AND BUSINESS  
     ADMINISTRATION 58  
 EDUCATION 61 (See also Urban Educa-  
     tion Program, 29.)  
 Educational Opportunity Grants  
     (EOG) 132  
 ELEMENTARY EDUCATION 61  
 Employment, Student 133  
 Endowed Professorships 139



- Endowed Scholarships 134  
 ENGLISH 64  
 ENGINEERING 39  
 Engineering Binary Program (See Pre-professional program) 30  
 Entrance Requirements 122  
 Examinations 128  
     *Advanced Placement 124*  
     *Credit by 109*  
     *Scholastic Aptitude 123*  
     *Senior Comprehensive 23*  
     *Special 128*  
 Executive in Residence 27  
 Expenses 126  
 EXPERIMENT IN INTERNATIONAL LIVING 27  
  
 Faculty 144  
 Faculty Advisers 15  
 Fees 126  
     *Advance Payments 128*  
     *Late Payments 127*  
     *Miscellaneous 127*  
     *Payment of 126*  
     *Refund of 129*  
     *Room and Board 127*  
     *Transcript of Credits 128*  
     *Tuition and Fees 126*  
 Financial Aid 129  
 FOREIGN LANGUAGES' MODERN 77  
 Fraternities 13  
 FRENCH 79  
 FRESHMAN HONORS PROGRAM 27  
 Freshman Orientation 15  
 Freshman Students 124  
  
 General Information 7  
 GEOLOGY 66  
 GEOLOGY IN THE ROCKY MOUNTAINS 28  
 GERMAN 80  
 GOVERNMENT 70 (See also Washington Semester, 29. Washington House, 29.)  
 Grading System 106  
 Graduation Requirements 22  
 Grants-in-Aid 129  
 GREEK 55  
 Guaranteed Loans 132  
 Gymnasium 18  
  
 Health Service 15  
 HIGH SCHOOL SENIORS' HONORS PROGRAM 28  
 HISTORY 72  
 History, College 7  
 Honorary Organizations 13  
 Honors-at-Entrance 124  
 Honors-at-Graduation 108  
 Housing, Student 18  
  
 Illinois State Scholarships 131  
 INDIA STUDIES PROGRAM 28  
 Individual Study 23  
 Installment Payment Plans 127  
 Insurance, Health 15  
 Intramural Sports 11  
 Intercollegiate Athletics 11  
 Interdisciplinary Studies 101  
  
 JAPANESE 81  
 Jamieson Center 10  
 Junior Year Abroad 28  
  
 LATIN 53  
 Library 17  
 Loans, Student 133  
  
 Majors 23  
     *Departmental 23*  
     *Divisional 23*  
     *Topical 23*  
 MATHEMATICS 76  
 Memorial Funds 139  
 Men's Residences 18  
 Midwest Athletic Conference 11  
 MILITARY SCIENCE  
     See R.O.T.C. Reserve Officers Training Corps, 28.)  
 MODERN FOREIGN LANGUAGES 77  
 Monmouth College Program Budget Council 8  
 Monmouth College Senate 142  
 Monmouth Payment Plans 127  
 MUSIC 83  
 MUSIC, Applied 83  
 Musical Organizations 86  
  
 National Defense Education Act Loans 132  
 National Merit 131  
 National Presbyterian College Scholarship 131  
 NEWBERRY LIBRARY SEMINAR 28  
  
*Oracle, The 8*  
 Organizations, Honorary 13  
 Organizations, Student 11  
 Orientation, Freshman 15  
  
 Parent Association 152  
 Parent Orientation 15  
 Part-time Students 127  
 Payment Plans 126  
 PHILOSOPHY 86  
 PHYSICAL EDUCATION 89  
 Physical Education Facilities 18  
 PHYSICS 91  
*Piper, The 8*

- Placement, Advanced 124  
**POLITICAL SCIENCE** 70 (see Government)  
 Presidents of the College 7  
 Pre-Professional Programs 30  
   *Communications* 30  
   *Dentistry* 30  
   *Engineering* 30  
   *Law* 30  
   *Library Science* 31  
   *Medicine* 31  
   *Medical Technology* 31  
   *Ministry & Christian Education* 31  
   *Teaching* 31  
 Prizes and Awards 136  
 Professors Emeriti 144  
**PSYCHOLOGY** 95
- Ravelings, The* 8  
 Refunds 129  
 Registration 106  
 Regulations, Academic 106  
 Religious Life 10  
**RELIGIOUS STUDIES** 96  
 Requirements for Graduation 22  
 Residence Halls 18  
 Room and Board 127  
 R.O.T.C. 28
- S/U—Satisfactory/Unsatisfactory Grading System 107  
 Scholarships 131  
 Scholastic Aptitude Test 123  
**SECONDARY EDUCATION** 61  
 Seminars and Individual Study 23  
 Senate, Monmouth College 142  
 Single Application Method (SAM) 123  
 Social Regulations 8  
**SOCIOLOGY** 98  
 Sororities 13  
**SPANISH** 81  
 Special College Seminars 101  
 Special Study Programs 24  
   *Arabic Studies* 24  
   *Argonne Semester* 24  
   *Arts of London and Florence* 24  
   *Business Internship* 24  
   *Costa Rican Development* 26  
   *East Asian Studies* 26  
   *East Asian Studies in Japan* 26  
   *Engineering Three-Two Cooperative Program* 27  
   *Executive in Residence* 27  
   *Freshman Honors Program* 27  
   *Geology in the Rocky Mountains* 28  
   *High School Seniors' Honors Program* 28  
   *India Studies Program* 28  
   *Junior Year Abroad* 28  
   *Newberry Library Seminar* 28  
   *R.O.T.C. (Reserve Officer's Training Corps)* 28  
   *Urban Studies Program* 29  
   *Urban Teaching Semester* 29  
   *Washington House* 29  
   *Washington Semester* 29  
   *Wilderness Field Station* 30
- SPEECH—COMMUNICATION ARTS** 102  
 Sports Program 11  
 Status, Academic 108  
 Student Association Officers 152  
 Student Life 8  
   *Activities* 11  
   *Religious Life* 10  
   *Sports Program* 11  
   *Student Services* 15  
 Student Life Committee 8  
 Student Organizations 11  
 Studio Art Courses 46  
 Suggested Curricula 33
- Table of Contents 2  
 Teacher Preparation 35, 61  
 Teaching Certificates 62  
 Theater 102  
 Three-Three Program 8, 22  
 Topical Major 23  
 Transcript of Credits 128  
 Transfer Students, Admission of 123  
 Tuition 126
- United Presbyterian Church, U.S.A. 10  
 United Student Aid Loans 133  
**URBAN STUDIES PROGRAM** 29  
**URBAN TEACHING SEMESTER** 29
- Veterans Benefits 133
- Warren Achievement School 10  
**WASHINGTON HOUSE** 29  
**WASHINGTON SEMESTER** 29  
**WILDERNESS FIELD STATION** 30  
 WMCR 8  
 Women's Residences 18

## FIRST TERM, 1971

September 8	Wednesday	Orientation begins
September 11	Saturday	Registration
September 13	Monday	Classes begin
November 19	Friday	Classes end
November 20, 22, 2, 24	Saturday, Monday Tuesday, Wednesday	Exams

## SECOND TERM, 1972

January 3	Monday	Classes begin
March 8	Wednesday	Classes end
March 9, 10, 11, 13	Thursday, Friday Saturday, Monday	Exams

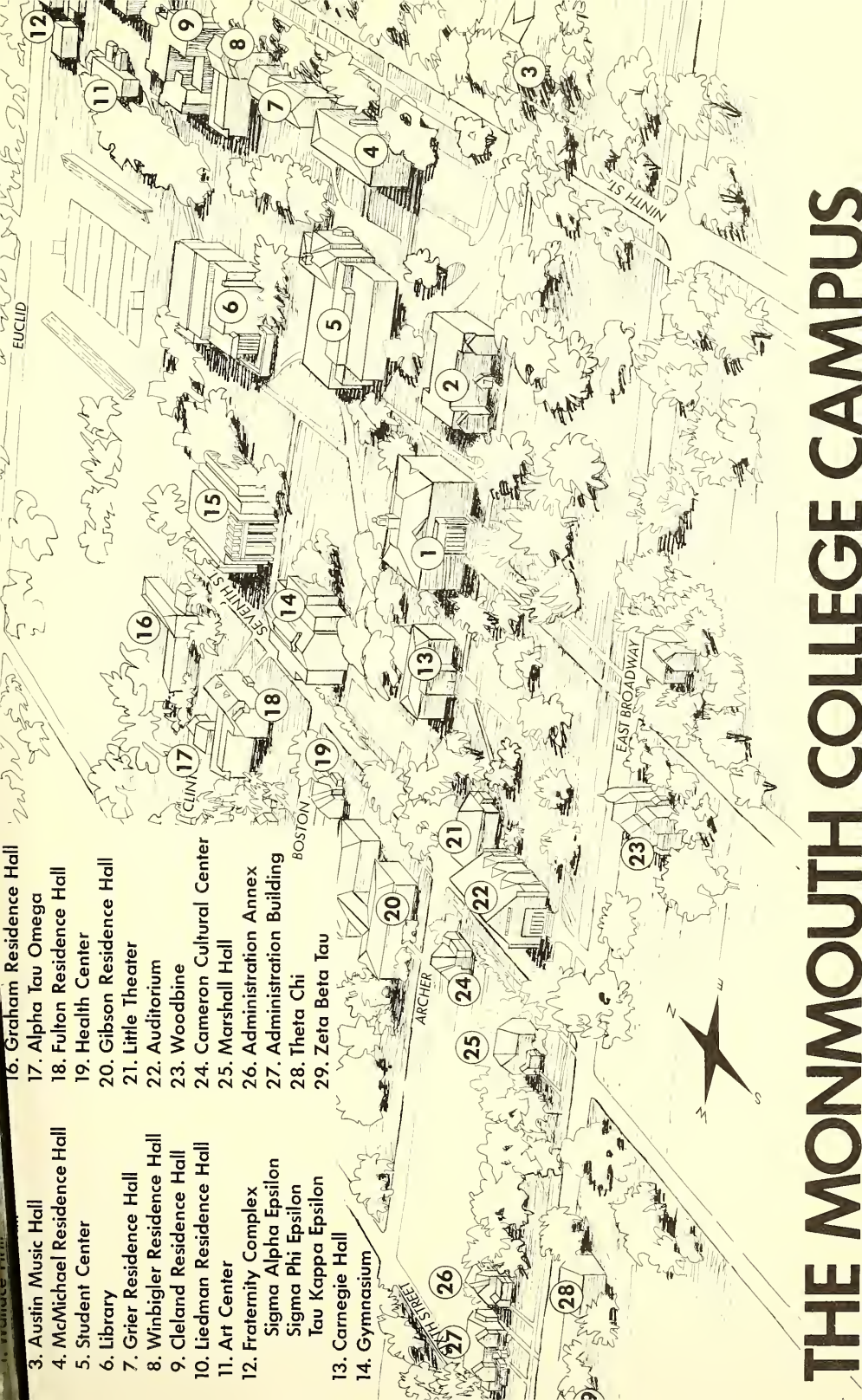
## THIRD TERM, 1972

March 22	Wednesday	Classes begin
May 26	Friday	Classes end
May 27, 29, 30, 31	Saturday, Monday Tuesday, Wednesday	Exams

Commencement Weekend: Saturday, Sunday, June 3, 4, 1972

## MONMOUTH . . . at a glance

- Location: Monmouth, Ill. (180 miles west of Chicago)
- Founded: 1853
- Enrollment: 1,200
- Affiliation: Associated Colleges of the Midwest  
United Presbyterian Church, U.S.A.
- Accreditation: North Central Association of Colleges and Secondary Schools  
American Chemical Society  
American Association of University Women  
Association of American Colleges and Universities
- Characteristics: Liberal Arts  
Co-educational  
Private  
Residential
- Fraternities: Alpha Tau Omega; Sigma Alpha Epsilon; Sigma Phi Epsilon;  
Tau Kappa Epsilon; Theta Chi; Zeta Beta Tau
- Sororities: Alpha Xi Delta; Kappa Delta; Kappa Kappa Gamma; Pi  
Beta Phi
- Honor Societies: Sigma Omicron Mu; Alpha Lambda Delta; Phi Eta Mu; Tau  
Pi; Beta Beta Beta; Eta Sigma Phi; National Collegiate  
Players, Phi Alpha Theta; Phi Alpha Nu; Pi Kappa Delta;  
Sigma Delta Pi; Sigma Tau Delta; Pi Gamma Mu; Blue Key,  
Tomahawk
- Special Programs: Arabic Studies; Argonne Semester; Arts of London and  
Florence; Business Internship; Costa Rican Development;  
East Asian Studies; East Asian Studies in Japan; Three-two  
Cooperative Engineering; Executive in Residence;  
Experiment in International Living; Freshman Honors  
Program; Geology in the Rocky Mountains; High School  
Seniors' Honor Program; India Studies Program; Junior  
Year Abroad; Newberry Humanities Seminar; Reserve  
Officers Training; Urban Studies Program; Urban Teaching  
Semester; Washington Semester; Washington House;  
Wilderness Field Station
- Athletics: Midwest Athletic Conference  
Varsity Competition: football, cross country, basketball,  
swimming, wrestling, baseball, track, golf and tennis



- 3. Ausin Music Hall
- 4. McMichael Residence Hall
- 5. Student Center
- 6. Library
- 7. Grier Residence Hall
- 8. Winbigler Residence Hall
- 9. Cleland Residence Hall
- 10. Liedman Residence Hall
- 11. Art Center
- 12. Fraternity Complex
  - Sigma Alpha Epsilon
  - Sigma Phi Epsilon
  - Tau Kappa Epsilon
- 13. Carnegie Hall
- 14. Gymnasium
- 16. Graham Residence Hall
- 17. Alpha Tau Omega
- 18. Fulton Residence Hall
- 19. Health Center
- 20. Gibson Residence Hall
- 21. Little Theater
- 22. Auditorium
- 23. Woodbine
- 24. Cameron Cultural Center
- 25. Marshall Hall
- 26. Administration Annex
- 27. Administration Building
- 28. Theta Chi
- 29. Zeta Beta Tau

# THE MONMOUTH COLLEGE CAMPUS

# MONMOUTH COLLEGE

MONMOUTH, ILLINOIS 61462

